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CATALOGUE

OF

OHIO UNIVERSITY

ATHENS, OHIO

1913-1914

AND

CIRCULAR OF INFORMATION

FOR

1914-1915

PUBLISHED BY THE UNIVERSITY

1914

"*Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.*"

Article 3, Ordinance of 1787.

"*Under this statute* (*Ordinance of 1787*) *the Ohio Company, organized in Boston the year before as the final outcome of Rufus Putnam's proposed colony of officers, bought from the government five or six millions of acres, and entered on the first great movement of emigration west of the Ohio. The report creating the colony provided for public schools, for religious instructions, and for a university.*"

Thomas W. Higginson.

"*We are accustomed to praise the lawgivers of antiquity; we help to perpetuate the fame of Solon and Lycurgus; but I doubt whether one single law of any lawgiver, ancient or modern, has produced effects of more distinct, marked, and lasting character than the Ordinance of 1787. * * * It was a movement of great wisdom and foresight, and one which has been attended with highly beneficial results and permanent consequences. * * * It set forth and declared it to be a high and binding duty of government itself to support schools and advance the means of education.*"

Daniel Webster.

"*That there shall be an University instituted and established in the town of Athens, * * * for the instruction of youth in all the various branches of the liberal arts and sciences, for the promotion of good education, virtue, religion, and morality, and for conferring all the degrees and literary honors granted in similar institutions.*"

Section 1, Territorial Act, January 9, 1802.

"*Whereas, institutions for the liberal education of youth are essential to the progress of arts and science, important to morality, virtue, and religion, friendly to the peace, order, and prosperity of society, and honorable to the government that encourages and patronizes them, etc.*"

Preamble, Act of Ohio Legislature Establishing the
Ohio University, at Athens, February 18, 1804.

OHIO UNIVERSITY

AND

THE STATE NORMAL COLLEGE

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C. M. Copeland, Thompson, Atkinson, Pierce, and Addicott

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*The President of the University has membership in each committee.

GENERAL INFORMATION

OHIO UNIVERSITY

ORIGIN OF THE UNIVERSITY

The existence of the Ohio University was provided for as early as 1787, in the purchase of lands made from the Government of the United States by the Ohio Company of Associates. By the contract between these two parties, two townships of land were set apart for the purpose of a University, and placed under the care of the Legislature of the State. The University was organized under an act of the Legislature passed February 18, 1804. Its Trustees are appointed by State authority, and the Governor of the State is, *ex-officio*, a member of the Board. Recent legislation confirms the position of the University as one of the educational wards of the State of Ohio. State support gives the institution an annual revenue of about $100,000. Other sources of income swell the amount above named to over $300,000. Special appropriations for buildings and equipment during the last eleven years ending with February, 1913, have amounted to $733,648.

LOCATION

Athens, the seat of the University, is situated in the southeastern part of the State. It is easily accessible from the east and west by the Baltimore & Ohio Southwestern railroad and its branches; from the southern, central, and northern portions of the State by the Hocking Valley and the Toledo and Ohio Central railways. By these routes it is one hundred and sixty miles from Cincinnati and seventy-five miles southeast from Columbus. The sanitary arrangements of the city are unsurpassed. Its principal streets are paved; it is provided with waterworks and sewerage; its Board of Health is vigorous and efficient. There are few cities in the country that are more desirable as a place of temporary or permanent residence than Athens. There are no saloons.

The lover of natural scenery cannot fail to be charmed with its picturesque surroundings. The winding valley of the Hockhocking and the wooded hills beyond present a series of striking views from the University, while the wide prospects, as seen at certain seasons from some of the neighboring summits, afford a quiet and varied beauty.

BUILDINGS

The University buildings are thirteen in number. Nine of them are grouped on the campus.

The "**Central Building**" was erected in 1817, and is the oldest college edifice northwest of the Ohio river. This venerable sturcture is dear to many by strong and tender associations, and to many more by means of eminent men who have here studied and taught. It has been modernized and is admirably adapted to its uses for college work.

"Ewing Hall" named in honor of Hon. Thomas Ewing, of the Class of 1815, is a handsome building in which may be found the assembly room, art rooms, various class-rooms, and the administration offices.

"Ellis Hall" the new building occupied by the departments of the State Normal College, now nine years in use, is the first building in Ohio, erected at State expense, given up wholly to the training of teachers for service in public schools. It is one of the largest, best, and most costly buildings on the grounds. Five hundred people can find comfortable seats in the assembly room of this building.

The **"Carnegie Library"** fully equipped and in running order, is situated in the southwest corner of the campus. It presents a fine appearance and suggests the highly practical service it is rendering to educational work of the University.

The buildings known as the **"East Wing"** and the **"West Wing"** are nearly as old as the Central Building. They afford class-room and laboratory facilities for certain departments of instruction as well as confortable quarters for a number of male students.

The **"Old Chapel,"** so called, stands apart from the other buildings. Some of the work of the College of Music is carried on in this building. Here the Athenian, Philomathean, and Adelphian literary societies have well-furnished rooms. On the first floor is an assembly room often used when narrower quarters than those found in the assembly room of Ewing Hall are desired.

"Women's Hall," is located nearly opposite the north entrance to the campus. It is a fine brick structure heated by steam, where convenient and pleasant rooms are occupied by a Dean, a Matron, and ninety women students. The dining-room and kitchen are clean and well furnished.

"Boyd Hall" the new dormitory for young women, is located near Ellis Hall and the Carnegie Library. It has a frontage of 150 feet on Park Place and a depth of 100 feet.

The building is heated by steam and lighted by electricity. Each bedroom is well lighted and has ample closet space. In all, accommodations are provided for eighty-eight students and, in addition to these, rooms are provided for the maids and servants.

The **"Gymnasium"** is a handsome, structure containing a swimming pool, lockers, offices, and all the appliances found in a complete gymnasium.

The **"Central Heating Plant,"** constructed at a cost of $50,000, is in good running order. Recently this building has been doubled in size. The University Electric Light Plant, now occupying basement quarters in Ewing Hall and the Old Chapel, is now being installed here with new and fuller equipment. It is intended that every building on the University campus shall get its heat from this Central Plant.

"Science Hall." This building was occupied for the first time in 1912. It is a commodious structure, consisting of a well-lighted basement and three carefully arranged stories above ground. With its equipment it has cost about $120,000. In it are the departments of Physics, Chemistry, and Biology.

The **"Training School"** of the State Normal College, a model building of its kind, has been erected and equipped at a cost of $70,000. It is of fire-proof construction and has basement, ground floor, and two stories in height. It contains ten class-rooms, twelve recitation rooms, rest-rooms, offices, and an auditorium with seating capacity for 400 persons. The plan of lighting, heating, and ventilating shows the best that present building experience can suggest. Wide corridors, two large stairways, and four wide and easily reached exits lessen the danger to teachers and pupils in the event of a fire alarm.

The **"Agricultural and Domestic Science Building"** is under process of construction. Completed, it will have cost $90,000. It is beautifully located on a street facing the campus, within a minute's walk of the two dormitories for women. When finished it will be one of the best buildings of the University. Its name indicates the purposes for which it will be used.

"Fire Protection." Foresight to safeguard life and property is shown in the ready means of extinguishing fires to be found in every building on the grounds. Standpipes, with hose attachment, are on every floor of each large building. Four strong extension ladders are placed where they can be reached easily in case of need. Sixty approved fire extinguishers have been located in places where their use would likely prove most serviceable.

DEPARTMENTS AND COLLEGES OF THE OHIO UNIVERSITY

Students are permitted to select work from the wide range of studies in the different departments and colleges of the University. In each of the four-year courses much of the work is required, but with the options and electives allowed there is opportunity for the student to specialize. Thorough-going specialization by an undergraduate is apt to result in an intensive knowledge of one thing with an extensive ignorance of everything else; consequently at Ohio University, in the College of Liberal Arts, about two-thirds of the work is required; in the State Normal College the proportion of required work is larger. However, as options are permitted in many cases, the student has great freedom in selecting those studies which will best prepare him for his future occupation.

The following statements show in concise form the range of educational work now offered:

COLLEGE OF LIBERAL ARTS

1. Courses leading to the degree of Bachelor of Arts (A. B.)

2. Courses leading to the degree of Bachelor of Science (B. S.)

Each of these is a four-year course based upon graduation from an accredited high school of the first grade, or equivalent scholarship, and requires 120 semester hours for completion.

The following Colleges and Departments are also parts of the College of Liberal Arts:

The School of Commerce:

1. A Collegiate Course—*two years.*

2. Special Courses in Accounting, Typewriting, and Stenography.

3. Teachers' Course in Stenography—*two years.*

Graduates of high schools having a four-year course will be admitted to the Collegiate Course without conditions.

College of Music:

1. Course in Piano and Organ.
2. Course in Vocal Culture.
3. Course in Violin.
4. Four year Course leading to the degree of Mus. B.

School of Oratory.

1. Two-year Course for Graduates of High Schools.
2. Five-year Course in Connection with Four-year College Course.

The Department of Physics and Electrical Engineering:

As a part of the scheduled work of this department there is a Short Course—two years—in Electrical Engineering. The course referred to leads to a diploma. It may all be taken as an elective course in connection with the Scientific Course as outlined in the catalogue, thus not only giving the graduate the degree of Bachelor of Science, but also establishing a special foundation for his life work as well.

Department of Mathematics and Civil Engineering:

The work of this department is of wide range and special excellence. It includes a Short Course in Civil Engineering —two years. The course leads to a diploma, but students are urged to take the B. S. Course, choosing the subjects of this course as electives.

STATE NORMAL COLLEGE

1. A Course for Teachers of Rural Schools—*two years.*
2. Course in Elementary Education—*two years.*
3. Course in Kindergarten—*two years.*
4. Course in School Agriculture—*two years.*
5. Course in Manual Training—*two years.*
6. Course in Domestic Science—*two years.*
7. Course in Secondary Education—*four years.*

8. Course in Supervision—*four years.*

9. Professional Course for Graduates from reputable Colleges of Liberal Arts—*one year.*

Diplomas are also given for the completion of Courses in Public-School Music and Public-School Drawing.

Admission to any of these courses, save No. 1, is based upon graduation from an accredited high school of the first grade.

STATE PREPARATORY SCHOOL

The Preparatory School, maintained in connection with the State Normal College, is felt to be a necessity under present educational conditions. Persons who can secure full high school training at home are urged to get it before attempting to gain admission to the Preparatory School, which is conducted to help those who cannot secure adequate preparation at home. The needs of the teachers and prospective teachers, looking forward to the advanced work of the State Normal College, have been fully provided for in the courses offered.

Primarily, the Courses of Study are planned with two ends in view: (1) To give the student the best possible instruction for the time he may be able to remain in college, and (2) to enable him to make special preparation for regular work in one of the diploma or degree courses of the University.

THE UNIVERSITY SUMMER SCHOOL

The work of the Summer School for 1914, June 22 to July 31, is shown in detail in a special Bulletin issued in January. The reprint of the essential features of that Bulletin will be found elsewhere in this catalogue.

DEGREES

The Bachelor's degree (A. B., B. S., Mus. B., or B. S. in Education) is conferred upon students who have completed any one of the four-year courses laid down in another part of this catalog.

An additional year's work, that is, thirty semester hours, will be required for the securing of a second Bachelor's degree. To illustrate—if a student has earned the degree of A. B. by securing 120 semester hours, he must secure an additional thirty hours to receive the degree of B. S. or B. S. in Education

The additional thirty hours shall be done in the line of his second degree upon the approval of a committee composed of the President, the Dean, and the professors under whom he is to do his work.

Ohio University does not confer the degree of Doctor of Philosophy (Ph. D.) Only graduates of the University are eligible to the honorary degree of Doctor of Divinity (D. D.)

The honorary degree of Doctor of Laws (LL. D.) is conferred upon those selected by joint action of the Faculty and the Board of Trustees. Other honorary degrees may be conferred when deemed proper by authorities above named.

REGULATIONS CONCERNING THE BACHELOR'S DEGREE

1. When a student registers he shall declare the course he is taking; and then when he is enrolled in the catalogue his name shall appear in but one place.

At the beginning of every month each professor and instructor shall send to the Deans and Principal of the Preparatory School the name of each student whose work is unsatisfactory. Uniform cards will be furnished for this purpose. The names of students belonging to the College of Liberal Arts shall go to the Dean of that College, etc.

2. A student shall be enrolled as a Freshman until he has removed all entrance requirements. This will allow him three semesters in which to do so.

3. In applied Music and Painting, but six hours of credit will be allowed to a candidate for a Bachelor's degree. In Manual Training and Domestic Science but six hours shall be allowed for such work as wood-work, and sewing and cooking. Only the first year's work in Stenograghy shall count as college credit. In the College of Liberal Arts, six hours will be allowed for practice teaching done in high-school subjects. For such work as Voice Culture, Pantomine, and the mechanical side of Oratory no credit shall be given. A total of twelve hours will be allowed from all the subjects above named, and no more.

4. Grading shall be done by the letters—A, B, C, D, E, and F.

A signifies Highest Honor
B signifies Honor
C signifies Creditable
D signifies Passing
E signifies Conditioned
F signifies Failed

These are the terms to be handed to the Registrar for his record. To aid the instructors in reaching some standard of uniformity, the following per cents are affixed to the predicates,—A, 95 to 100; B, 90 to 94; C, 80 to 89; D, 70 to 79.

5. If a student shall at graduation, in a four-year course, have had A's in four-fifths of his work, and above D in the rest, he shall have a seal on his diploma signifying "Highest Honor." If he shall have four-fifths in A's or B's and above D in the rest, he shall have a seal signifying "Honor." No student shall receive these honors who has not attended the University or the State Normal College at least four semesters.

6. In order to graduate, a student must have a grade above D in more than half his work.

7. Upon the removal of a condition, or upon passing special examination after a failure, the grade shall be recorded as a D.

REGULATIONS FOR THE GRANTING OF THE MASTER'S DEGREE IN COURSE

A holder of a Bachelor's degree from the Ohio University, or a college of equal rank, may obtain the Master's degree after complying with the following conditions:

1. He shall take thirty semester hours, or a year's work, in residence. The writing of the thesis shall be included in the thirty hours. No credit shall be given for work receiving a grade lower than B. If teaching more than five hours a week, the student shall be required to take more than a year's time in residence.

2. The candidate shall take one major and two minors, two of the three subjects must be related. The major study

shall comprise three-fifths and each of the minors one-fifth of the work. The three studies must be studied under at least two professors.

3. Before entering upon a course the candidate must obtain the recommendation of a Special Committee consisting of the President and the Deans, and the professor under whom he expects to take his work. His instructors shall then file an outline of the proposed course with this Special Committee, who shall approve or reject. When the work has been completed and the instructors have recommended the candidate for the degree, the candidate shall receive a final examination by a committee appointed for this purpose by the Special Committee. Upon the joint recommendation of the instructors and the examining committee the faculty shall act.

NUMBER OF HOURS AND SPECIAL WORK

Each student in a regular course is expected to take from fourteen to sixteen hours a week. By taking fifteen hours a week he can graduate in four years. Only by special permission will a student be permitted to take more than sixteen hours, and then only upon evidence that his work of the preceding semester has been a very high grade.

No work *in absentia* will be allowed at Ohio University.

In addition to the work of the regular semesters, not more than ten hours work, of which six shall be done in the Summer School, may be taken by any student in the course of the year. The remaining four hours must be included between the close of the Summer School and the opening of the Fall semester. To obtain credit for this work, the student must register in advance in the office of the University Registrar.

METHODS OF INSTRUCTION

Instruction is given both by recitation and lecture. The constant aim in both is to waken interests in study, to aid in the acquisition of knowledge, and to develop the power of thought and communication.

Some subjects better than others can be treated in lectures. The knowledge the student has of a subject is likewise a factor that is taken into account. The lecture method is generally better adapted to advanced students than to those who are still in the elements. After the elementary principles have been thoroughly mastered from the text-book, supplemented with such elucidations as seem to be called for, the student is generally prepared to profit by the lectures of the teachers and to grasp the wider outlook that is the result of a knowledge of the subject rather than of the contents of any single book, or even of several books. In the observational studies the learner is, as far as possible, brought face to face with the objects themselves under consideration. The classes in Botany, Geology, and Elementary Science make excursions into the surrounding country for the purpose of collecting specimens and deriving scientific knowledge from original sources. The classes in Surveying and Mensuration have practice in the use of instruments in field work.

SCHOLASTIC REQUIREMENTS FOR ADMISSION TO THE FRESHMAN CLASS

Ohio University recognizes and gives full credit to the classifications of high schools made by the State Commissioner of Common Schools. Graduates from high schools of the first grade can enter the Freshman class of the College of Liberal Arts of the State Normal College, or enter upon the short courses in the School of Commerce, in Electrical Engineering, and in Civil Engineering *without examination*, provided they have completed at least fifteen units of secondary work as the terms are generally understood and applied in educational circles; also, graduates from high schools named in the accredited lists of colleges and universities of recognized high standing will be received, by certificate, on equal terms.

When any part of the fifteen units of secondary credit is made up of what may be regarded as legitimate college work the same will be accepted without examination, but no hours of *college credit* will be given therefor.

When the fifteen units of secondary credit do not include all the studies required as preparatory work by Ohio University, such studies may be regarded as electives, and included in the 120 hours of college work required for graduates.

The foregoing statements are made to show students that, in order to complete any one of the four-year degree courses, they must have fifteen units of preparatory credit, and 120 hours of collegiate work.

A unit represents a year's study in any subjects in a secondary school, constituting approximately a quarter of a full year's work.

"This statement is designed to afford a standard of measurement for the work done in secondary schools. It takes the four-year high-school course as a basis, and assumes that the length of the school year is from thirty-six to forty weeks, that a period is from forty to sixty minutes in length, and that the study is pursued for four or five periods a week but, under ordinary circumstances, a satisfactory year's work in any subject cannot be accomplished in less than one hundred and twenty sixty-minute hours or their equivalent. Schools organized on any other than a four-year basis can, nevertheless, estimate their work in terms of this unit."

To enter the Freshman class of Ohio University fifteen units are required.

Graduates from a "Commercial Course" of a first-grade high school will be given full credit for the special work there done, should they enter upon any course connected with the School of Commerce; but if such graduates seek admission to the Freshman class of the College of Liberal Arts, or the State Normal College, they will be given such credit as may be deemed just and proper by the Faculty Committee on Registration, after a careful examination of each separate case.

The intent of the foregoing is to make it clear that Ohio University will recognize all work of a high school of the first grade *at its full value.* After the student is given admission, with college rank, to any scheduled course, he will be required to "make good," *in full measure,* all required and elective work necessary to complete 120 hours of credit.

In all cases where students seek to enter any of the colleges or departments of the University without examination, they must present to the Registrar the legal certificate, or a certified copy thereof, which accompanies the diploma of each high school graduate; or a "Certificate of Application for Admission," prepared by the University, will be sent to prospective students thus enabling them to comply with the conditions hereinbefore stated.

Holders of High School Certificates, issued by the Ohio State Board of School Examiners, will be admitted to the Freshman class of any college or department of the University *without condition*. If they enter upon any four-year or degree course in the State Normal College, they will be given, in addition, such professional credit as conditions may suggest as just and proper. Also, any holder of the State Certificate, before referred to, may receive college credit for branches of college grade named therein when the same are accepted by the Faculty Committee on Registration of Students.

Candidates for advanced standing are, in all cases, examined to ascertain their thoroughness and proficiency; but certificates from other institutions will be accepted for the amount of work done in the different departments.

In exceptional cases students are admitted to classes for a week on trial, without examination, provided the professors in charge are reasonably certain that they can maintain their standing.

Women are admitted to all departments of the University on the same terms, and under the same conditions as those prescribed for men.

REQUIREMENTS FOR ADMISSION

English (Rhetoric and Literature)	3 units
History	1 unit
Mathematics	2 units
Science (Physics or Chemistry)	1 unit
Foreign Language (Ancient or Modern)	4 units

TABLE OF RECOGNISED UNITS

The eleven units named above are required of all candidates for admission to the Freshman Class. The following is a list of recognized units from which the total of fifteen units must be selected:

English	1, 2, 3, or 4 units
American History or American History and Civil Government	1 unit
Ancient and Medieval History	1 unit
English History	1 unit
Algebra (through quadratics)	½ unit
Algebra (beyond quadratics)	½ unit
Geometry (plane)	1 unit
Geometry (solid)	½ unit
Trigonometry	½ unit
Latin	2, 3, or 4 units
Greek	1, 2, 3, or 4 units
German	2, 3, or 4 units
French	2, 3, or 4 units
Spanish	2, 3, or 4 units

(With the exception of Greek, not less than two units of any foreign language will be accepted.)

Physics	1 unit
Chemistry	1 unit
Physical Geography	1 unit
Zoölogy	1 unit
Botany	1 unit

Physical Geography Zoölogy Botany Physiology	For the present any two of these may be counted together as 1 unit.
Agriculture Free-hand drawing Manual Training Domestic Science Commercial Geography	The Registration Committee may, after investigating each claim, grant a total credit of not to exceed 2 units.

HELPS TO REGISTRATION

Prospective students, who do not wish to take entrance examinations, should secure blank certificates of application for admission from the Prseident or the Registrar of the University, then have their High School credits entered therein by the Superintendent of their local school and attested by his signature. These papers should then be forwarded to the University not later than September 1st, in order that the applicants, standing may be determined before the opening of the college year. Students coming from other colleges are required to present properly signed statements of work and certificates of honorable dismissal from the institution last attended.

In order to expedite registration, several members of the Faculty act as advisers for the various colleges and departments of the University. The following selection has been made for the year 1914-1915:

College of Liberal Arts, Dean Chubb.
Normal College, Dean Williams.
Electrical Engineering, Professor Atkinson.
Civil Engineering, Professor Addicott.
School of Commerce, Professor C. M. Copeland.
College of Music, Professor Thompson.
State Preparatory School, Principal Coultrap.
School of Domestic Science, Principal Bohn.
Agriculture, Professor W. F. Copeland.
Training School, Principal Waite.
Rural Training School, Professor Richeson.

Before reporting to the Registrar, *all students* should consult their course advisers, who will assist them to make out their work. They should next go to the Registrar's office, present their selection of studies, secure a registration card, and *pay their fees in full.*

Preparatory students will not be allowed to enroll for collegiate subjects unless their required preparatory work is not sufficient to complete their registration. Collegiate credit in any subject will not be granted to a student who is under fifteen years of age.

When a student has registered, no change may be made in his work, except in case of error, without the consent of his adviser and the Registrar. After three weeks, the consent of the Faculty is necessary.

DAYS FOR REGISTRATION

At the opening of the First Semester—in September—the registration schedule is as follows:

Saturday from 8:00 A. M. to 4:00 P. M.
Monday from 7:30 A. M. to 5:00 P. M.
Tuesday from 7:30 A. M. to 11:30 A. M.

At the opening of the Second Semester the registration schedule is as follows:

Saturday from 8;00 A. M. to 4:00 P. M.
Monday from 7:30 A. M. to 5:00 P. M.

Students who fail to register within the times designated will pay a registration fee of eleven dollars.

A student who is unable to take the examinations at the end of a semester can take a special examination only upon special permission and the payment of a fee of one dollar. The fee is to be paid in advance to the registrar.

All registration fees are due and payable in advance.

LIBRARY AND READING ROOM

In the study of Literature and History the most important aid, in addition to a good teacher, is a large stock of well-selected books. In this respect the Ohio University is liberally supplied. The pedagogical section of the library is extensive, including the most recent literature on this subject. The University libraries contain about 44,400 volumes, a large part of which are of recent purchase. Recently five thousand dollars have been appropriated each year for the purchase of books, magazines, and pamphlets. This liberal allowance has secured an abundance of the best recent literature in the various fields of scholastic activity. The reading-room furnishes access to the latest contributions on all topics under current discussion. Some of the largest works are useful not only for reference, but also for purposes of original investigation.

APPARATUS

The departments of Mathematics, Psychology, Physics, Chemistry, Biology, Elementary Science, Physiography, Manual Training, Domestic Science, Agriculture, Electrical Engineering, and Civil Engineering are well equipped with valuable apparatus, which is put at the personal disposal of the student.

These subjects are constantly illustrated by experiments, some of which are performed by the professor in charge, others by students under the direction of the professor.

The facilities for the work in science have been greatly increased by the removal of the Department of Physics, Electrical Engineering, Chemistry, and Biology into the new Science Hall, the commodious structure completed in 1912 at a total cost of about $120,000.

The large Biological Laboratory has been filled with appliances suitable for pursuing extensive courses of study in the various departments of Biology, the selections being made with a view to furnish each student with such apparatus, reagents, etc., as are necessary for independent work. To this end more than seventy microscopes have been provided and many duplicates of other appliances are at hand. Excellent histological apparatus is in use for freezing and sectioning, and the laboratory is also well equipped for embryological and bacteriological work.

The Department of Physics and Electrical Engineering is well equipped for the work it undertakes to do. Additions are made each year both to the apparatus for class demonstration and to the equipment for individual laboratory work in the various courses. The laboratory for Elementary Physics is provided with apparatus for thorough work in mechanics, heat, light, sound, and electricity and magnetism. The laboratory for Advanced Physics is provided with all facilities for the more advanced phases of laboratory work, besides having arrangements for the investigation of special subjects, as required in advanced elective work, and for thesis work.

The Electrical Laboratory contains much apparatus for absolute measurements in electricity and magnetism. This Dynamo Laboratory, in the basement of Science Hall, contains various types of dynamos, transformers, gas engines and steam engines; also the necessary forms of voltmeters, ammeters, wattmeters, tachometers, rheostats, indicators, and other appliances for the various electrical and steam tests. The shops are well provided with machinery and tools for both wood and metal working.

The Chemical Laboratory occupies the entire second floor of the new Science Hall. Here are modern lecture rooms, offices, dark rooms, lockers, and special laboratories both for elementary and advanced work in chemistry.

In the Department of Paidology and Psychology, a laboratory has been established. Rooms set apart for this department have been equipped with furniture and apparatus such as are needed for experimental work in these sciences. This equipment has been carefully made with the end in view of having a laboratory well arranged for carrying on both elementary and advanced work.

The Department of Mathematics and Civil Engineering is well equipped with the best modern appliances for carrying on the wide range of work offered. Fine sets of surveying instruments of the most approved kind are used by the students in field work under the direction of the Professor of Civil Engineering.

The Department of Elementary Science—Normal College—occupies most desirable quarters on the third floor of Ellis Hall. The Department has a large equipment of well-selected apparatus and illustrative material costing several thousand dollars.

The equipment of the Department of Manual Training is to be found in two large rooms well located in Ewing Hall. One of these rooms contains the machinery used in instruction in iron work. The wood-working appliances are found in the room recently used as a gymnasium. In the iron-working shop are six motor-driven engine-lathes, a power-driven 20-inch drill-press, a 12-inch shaper, also motor-driven, and a power saw, besides smaller lathes, grinders, tools, and other appliances. In the wood-working room are found ten high speed wood-turning lathes, a 24-inch band saw, a 12-inch circular saw, a 12-inch jointer—all power driven; also twenty individual work benches and the necessary individual sets of tools.

The Department of Physiography is equipped with reflectroscope, tellurin, globes, relief maps, wall maps, blackboard outline maps, individual globes and abundant library references.

The Art Departments—University and Normal—occupy a large, well-lighted suite of rooms with equipments of an up-to-date character. Facilities for carrying on the special work of these departments are of the very best.

The Department of Domestic Science occupies a large part of the Central Building. It has a modern equipment of the best appliances. During the coming year the Department will be moved into the large building now under process of construction at a cost of $90,000.

THE MUSEUM

The Museum is located in the basement of the Carnegie Library. It already has a well catalogued and labeled collection of mineralogical, archæological and historical specimens. Many of these are rare and valuable. Among the special features to be seen are the Case Collection of geological specimens, the Lowry Filipino Collection, the Wickham Civil War Collection and the Wilmont Elton Brown Filipino Collection. Accesions are being made all the time and new quarters are necessary to accommodate the growing Museum.

MAPS, CHART, ETC.

Excellent sets of maps, chiefly those of Kiepert and others, published by Rand, McNally & Co., intended to illustrate the physical features and political changes of the historical countries of Europe and the East, have lately been added to the equipment of the institution. These, in addition to those before on hand, afford an important and well-nigh indispensable aid to the study of history and geography. The outfit in this regard is believed to be unusually complete.

Wall and portfolio pictures, and hundreds of lantern slides, form an important part of the equipment of many of the departments of the University.

DISCIPLINE—OPPORTUNITY

Entering the University will be considered a pledge to obey its rules and regulations. These are few and simple, appealing to the student's self-respect and sense of personal responsibility. Persons of known bad character or of lazy habits are not wanted, and will not be retained unless they show a decided desire to reform. Students from other colleges must present certificates of honorable dismissal.

A record is made of the daily work of each student. When the standing of the student, as shown by this record and examination, falls below an average grade of 70 per cent., he must review the study. A record is also kept of each student's department. A low standing in either record is followed by private admonition, and notice is given to the parents or guardian.

Whenever the conduct of a student is such as to indicate that he is unfit to be a member of the University, either because of immorality or because of habitual neglect of his college studies, he will be requested to withdraw. But in the latter case, his parents will first be notified, and if he is not withdrawn within a reasonable time he will be dismissed.

DEAN OF WOMEN

With a view to furthering the best interests of the young women students at Ohio University and in large measure in response to a desire on the part of those most interested in all that tends to the moral and social uplift of young women, the board of trustees has appointed a Dean of Women. Her duties while somewhat indefinable may well be surmised by the parents as well as the students when it is considered that she stands as the focus for all matters pertaining to girls. The rooming conditions are improved in that segregation in rooming houses is now practically complete and wherever it does not occur the parents may rest assured that special dispensation has been granted only after careful consideration of the circumstances and the arrangement of the house. It is the aim to obtain as nearly as possible equal regulations for both dormitory girls and those living in private families. Adjustment and harmony are the watchwords.

FEES

There is no charge for tuition in any of the regular preparatory or collegiate classes, but all students pay a registration fee of nine dollars a semester. For the Summer School of six weeks the registration fee is three dollars. From each semester fee of nine dollars, one dollar and a half is turned over to the control of the Faculty Committee on "Athletic, Lecture, and Entertainment Fund." It is the purpose of this committee to administer the fund so that the students may have the opportunity to hear distinguished lectures, scholars, musicians, etc.

Laboratory Fees—In the laboratory courses in physics and electrical engineering, biology, elementary science, agriculture, paidology and psychology, and Course 1 in chemistry, there is a fee of $ 1.50 a semester for each. In the other—the advanced and elective—cources in chemistry, the semester fee is $ 3.00.

All laboratory fees are payable at the beginning of each semester in which the laboratory work is required. To these fees is added a small charge for breakage—to careful students usually not more than a few cents. Regular and special fees, save breakage fees, are collected by the Registrar when the student registers. Breakage fees are collected by the heads of departments. Any balance of such fees, after they have met the purpose for which collected, shall be returned to students upon their completion of the course, or when they withdraw from class with honorable dismissal.

Field Work in Civil Engineering—Students taking field work in Civil Engineering pay a semester fee of $ 1.50.

Normal College Art Departmet—Instruction in school drawing is free. Students in elementary manual training, on account of material used by them, pay a fee of $2.50 a semester. *This covers everything.*

Gymnasium—A deposit fee of $1.00, collected by the Curator of the Gymnasium, is put up by each student at the beginning of each college year, or whenever he enters college. This fee is to insure the proper use of the locker, the return of the locker key, and the right handling of the gymnasium equipment.

School of Commerce—The fee in stenography and typewriting is $6.00 a semester. The fee for typewriting alone is $3.00 a semester. The registration fee of $9.00 gives the student free instruction in other subjects scheduled.

College of Music—Fees, per semester, including the registration fee of $9.00, are as follows:

Piano Lessons	(two per week)		elementary grades.....	$ 19 50
Piano	"	"	advanced grades.......	24 00
Voice	"	"	....	24 00
Violin	"	"	....	24 00
Organ	"	"	....	24 00

Rent of piano, one hour per day for each semester....	3 00
Rent of organ, one hour per day for each semester....	9 00

Students of the College of Music who have paid the regular registration fee of $9.00 are entitled to pursue other regular college work without paying additional fees.

Diplomas and Certificates—For each diploma granted, in course, a fee of $5.00 is charged; for each certificate, a fee of $1.50. The diploma given in connection with the conferring of any honorary degree is presented free of charge.

Drawing and Painting—All instruction in drawing is free, but students taking individual instructions in painting pay a semester fee of $15.00.

EXPENSES

Board and lodging can be obtained within a reasonable distance of the University at $3.50 per week. By forming clubs, students may board at from $2.50 to $3.00 per week. Those students whose circumstances require it are allowed to board themselves, by which means their expenses may be still further reduced; but this plan is not recommended, because likely to be prejudicial to health and good scholarship.

All young women who are not residents of Athens are required to reside in Boyd Hall or Women's Hall, unless the rooms are all occupied. Only in special cases will exceptions be made. This regulation has been adopted with a view solely to the best interests of the young women themselves, and not with any purpose to restrict them in the enjoyment of every legitimate privilege. It is the aim of the management to make these quarters as attractive and pleasant as possible, and at the same time to keep the cost as low as is consistent with the accommodations provided. The cost of room and board is from $3.75 to $4.00 per week, according to the size and location of the room. Everything is furnished except soap and towels. About one hundred and eighty young women can be received.

As persons frequently wish to know, as nearly as may be, the cost of a student for one year at the Ohio University, the following estimates are here given:

LOWEST		MEDIUM	
Registration fee	$ 18 00	Registration fee	$ 18 00
Board in clubs, av'age	95 50	Board in priv. family	114 00
Room	31 50	Room	47 00
Books	15 00	Books	20 00
Laundry	20 00	Laundry	30 00
Incidentals	10 00	Incidentals	21 00
	$190 00		$250 00

This estimate is for thirty-eight weeks, and includes all necessary expenses. The additional charges for students who take electives in Chemistry and Electricity and for those receiving special instruction in Music, Painting, Elocution, and certain commercial branches are elsewhere noted.

SELF-HELP

It is the glory of Ohio University that she does not shut any of her doors against the poor boy or girl. The munificence of the State of Ohio furnishes her sons and daughters with the educational facilities that once were deemed the prerogatives of the children of the rich.

Recently an investigation revealed that about sixty young men at Ohio University were earning at least their boarding expenses while attending college. Twenty-five were waiters in restaurants and boarding clubs; ten were managers of boarding clubs; others were reporting for papers, collecting laundry, acting as agents for distant firms, etc. A caution, however, needs to be given. While an energetic student can find some way of paying at least part of his college expenses by his outside activities, it is often done at the expense of his scholarship. Second, the prospective student must remember that the best positions are already in the possession of the older students. A student should not come to college without having enough ready money to carry him through the first semester.

Said a student recently: "I have been at Ohio University for two years, and to me this is the place for a poor boy. It is a place where one can get the benefit of large appropriations made by the State for running the school where almost all we spend is for our living expenses, which are as cheap, if not cheaper, than any place else; where the classes are comparatively small on account of the large faculty; where the location is very healthful, landscape beautiful, and the water is as pure as can be found anywhere."

THE ALUMNI LOAN FUND

Three thousand dollars have already been subscribed by the alumni and friends of Ohio University to the Alumni Loan Fund. The purpose of this fund is to loan money to deserving students who have proven their worth in character and scholarship. No aid is given before the student has completed 60 hours of college credit. The Fund is administered by a committee consisting of President J. D. Brown, of the Bank of Athens; the Dean of the College of Liberal Arts; and the Secretary of the Faculty.

WOMAN'S LEAGUE LOAN FUND

The Woman's League has established a loan Fund to be known as the Woman's League Loan Fund. The object is to assist girls with short loans payable within a period of three months or less, the loans not to exceed $15. A committee composed of the President of the University, President of the Woman's League, and Dean of Women, will judge all requests for loans from this Fund.

RELIGIOUS INFLUENCE

The University is not sectarian, and no effort is made to inculcate the doctrines of any particular creed or denomination; but the utmost care is taken to promote sound and healthy religious sentiments. Students are encouraged to attend with regularity the churches of their choice. The various churches of Athens, both Protestant and Catholic, are cordially thrown open to the students.

The founder of the Ohio University believed that "religion, morality, and knowledge are necessary to good government and the happiness of mankind;" and it has been the steady purpose of those to whom has been entrusted the duty of carrying out his plans to insist on the intimate relation existing between the three. The good man, the good citizen is not he who is best informed, but he who is constantly inspired with the thought that his knowledge should be used for the good of his fellowman. Knowledge without virtue is a curse and not a blessing. It is the constant policy of both Trustees and Faculty to inspire students with the love of knowledge and with desire to practice religion and morality. Accordingly only those persons are invited to profit by the means of instruction here placed within their reach, who are willing to conform their conduct as far as possible to the teachings of the Bible. We expect students who have spent some time with us to depart not only wiser, but also better, than they came. If such is not the case it will not be for want of care on the part of the Faculty.

YOUNG PEOPLE'S CHRISTIAN ASSOCIATIONS

Both the Y. M. C. A. and the Y. W. C. A. have flourishing organizations connected with the Ohio University, and a large proportion of the students are members of one or the other. These hold meetings weekly or oftener, provide lectures on religious or Biblical topics, and take an active interest in promoting the spiritual, moral, and intellectual welfare of the entire student body. The managment of the University is in hearty sympathy with these organizations and does all that is possible to aid them in their work.

The Y. W. C. A. has a rest room on the first floor of the Central Building, and has an assembly room on the second floor of the West Wing.

The Y. M. C. A. has a basement room, with seating capacity for two hundred people, in the well-lighted Carnegie Library.

All these rooms are well furnished, presenting a home-like and inviting appearance.

LITERARY SOCIETIES

There are three literary societies in the University, the Athenian, the Philomathean, and the Adelphian. They occupy well-equipped halls in the former chapel building. The members have opportunity to exercise themselves in Declamation, Composition, and Oratory, and to become familiar with the modes of conducting business in deliberative assemblies. Debating clubs are also formed from time to time by those students who desire to have more extended practice in the public discussion of important questions.

The first annual contest in oratory, between the Athenian and Philomathean literary societies, was held in the Spring term of 1901. Each succeeding Spring term of the college year has brought a contest of similar nature. Up to 1907, when Mr. J. D. Brown donated $100 for the prizes, the prizes were as follows: First prize, $30; second prize, $20.

THE "BROWN PRIZE IN ORATORY."—Mr. James D. Brown, a public-spirited citizen of Athens, who has always shown a deep interest in the welfare of the University, and a special interest in the oratorical contests, has made provision for prizes to be awarded to the three oratorical contestants winning highest grades, as follows: First prize, $50.00; second prize, $30.00; third prize, $20.00. This generous action has stimulated increased interest among students, in the work of the literary societies.

The results of the different contests are shown herewith:

YEAR	FIRST PRIZE
1901	May S. Conner, Philomathean.
1902	James P. Wood, Philomathean.
1903	Albert J. Jones, Philomathean.
1904	Clarence Matheny, Athenian.
1905	Harley E. Baker, Athenian.
1906	Fred Shaw, Athenian.
1907	Malcolm Douglas, Philomathean.
1908	Ora C. Lively, Athenian.
1909	Horace E. Cromer and James A. Long. Philomathean, *tie*.
1910	Harley A. Tuttle, Athenian.
1911	H. L. Nutting, Athenian.
1912	Lewis H. Miller, Athenian.
1913	Olin S. Lutes, Adelphian.

YEAR	SECOND PRIZE
1901	Lissa Williamson, Philomathean.

1902	Adam G. Elder, Athenian.
1903	Victor Alvan Ketcham, Athenian.
1904	Josephine Caldwell, Philomathean.
1905	Floyd S. Crooks, Athenian.
1906	Malcolm Douglas, Philomathean.
1907	Lewis E. Coulter, Athenian.
1908	J. P. Alford, Philomathean.
1910	Elgie LeRoy Bandy, Athenian.
1911	Samuel S. Shafer, Adelphian.
1912	Samuel S. Shafer, Adelphian.
1913	William C. Hunnicutt, Philomathean.

YEAR	THIRD PRIZE
1907	G. C. Morehart, Athenian.
1908	A. S. Northup, Athenian.
1909	William T. Morgan, Athenian.
1910	Wilhelmina Boelzner, Philomathean.
1911	C. U. Keckley, Athenian.
1912	Carrie E. Ricketts, Athenian.
1913	Benjamin W. Miller, Philomathean.

STUDENT ORGANIZATIONS

In addition to the Christian and Literary societies already mentioned there are various organizations the nature of which is indicated by their titles,—The English Club, The Science Club, The German Glub, The Chemical Society, The Glee Clubs, The Teachers' Club, the Oratorical Association, The Dramatic Club, The Booklovers Club, and the Art Club. There are also a number of Greek-letter sororities and fraternities, and two non-Greek associations, the Phrenocon and the Aloquin.

In the fall of 1913 The Woman's League was formed with the object, as stated in its constitution, "To foster the spirit of unity and loyalty to Ohio University, and to be a medium by which the moral and social standards shall be made and kept high."

THE EMERSON PRIZE POEM FUND

The late W. D. Emerson, of the class of 1833, bequeathed to the Trustees of Ohio University the sum of one thousand dollars, the interest on which is to be awarded every second year to the student or graduate of the institution who shall write the best original poem. The awards have been as follows:

YEAR	NAMES
1893	Miss Carrie Schwefel.
1895	Miss Esther Burns and Mr. John H. Atkinson.
1897	Miss Virginia M. Houston.
1899	Miss Virginia M. Houston, Mr. John H. Atkinson, and Miss Willa C. MacLane.
1901	Miss Willa C. MacLane.
1905	Miss Winifred Richmond.
1907	Mr. Harold Edgar Cherrington.
1909	Miss Mary Treudley.
1911	Miss Carrie Alta Matthews.
1913	Miss Clara E. Vester.

Persons distinguished in the literary walks of the country have served as judges. Among these may be named: Miss Annie Fields, Mr. Maurice Thompson, Mr. E. C. Stedman, Mrs. Margaret E. Sangster, Mr. W. D. Howells, Mr. Clinton Scollard, Mrs. Ella Wheeler Wilcox, Prof. George E. Woodberry, Prof. W. H. Venable, Prof. George P. Baker, Prof. Henry Van Dyke, Mr. Hamilton W. Mabie, Dean J. V. Denney, Mr. Edmund Vance Cooke, Prof. Richard Burton, Mr. Robert U. Johnson, Hon. James Ball Naylor, Prof. Bliss Perry, Prof. W. L. Phelps, and Ellery Sedgwick.

For the information of future contestants, and others interested, the conditions of the competition for the Emerson Prize are herewith given: *they must be observed in every particular*. Amount, about $120. Date of award not later than the opening of the second semester, 1915.

The competitors must be either graduates or students in actual attendance at the University.

The poems must be in the hands of the President of Ohio University before the opening of the second semester, 1915.

The prize will be awarded upon the merits of the production, not its length.

Anyone having, in any contest, been awarded first prize, shall not again be eligible to contest.

The judges shall be three disinterested persons appointed by the President of Ohio University and the Professor of English Literature *ibidem*, who shall independently of each other pass upon the production submitted to them.

In the preparation of the MSS. the following regulations are to be observed:

Use the typewriter.

Use paper eight and one-half by eleven inches.

Write only on one side.

Send in three typewritten copies.

Mark the MSS. with some pseudonym or character, and send this in a sealed envelope, with your name and address, to the President of the University. This envelope will not be opened until the award of the judges has been made.

FACILITIES FOR PHYSICAL EDUCATION

THE GYMNASIUM is well equipped, and affords excellent opportunities for development of the physical nature.

A fine running track has just recently been built in the gymnasium. This track is banked for the greatest possible speed, has a cork padding, and is one of the best indoor tracks in the state. In size, it is twenty laps to the mile.

Much new apparatus has also been added to the gymnasium within the last year: Several new mats, parallel bars, horse, jump-stands, kicking-pans, vaulting bar, suspended ladder, and striking-bag platform with bag. All of this apparatus is of the latest design, and the very best made.

The use of the baths and the gymnasium is free to students. A deposit fee of *one dollar* is required of each student as a pledge for the proper care of his locker and key. This fee will be returned to the student, when leaving college, if the key is returned and the locker left in good condition. In the conduct of the gymnasium, the aim is not so much the development of a few gymnastic experts as the provision for wholesome exercise for the many. For this purpose regular instruction in light gymnastics is given to both ladies and gentlemen.

ATHLETIC FIELD—The athletic field is a level tract of ten acres, owned by the University, and situated a few minutes' walk southward from the campus. The field has been equipped especially for baseball, football, tennis, and track.

ATHLETIC RULES—1. Two semesters of gymnastic work are required in *all courses.*

2. This work covers two hours each week throughout the period required.

No credit will be given for work done in the gymnasium.

Work in the gymnasium is to begin as soon after matriculation as the above regulations will admit.

Where possible, the two semesters of gymnasium work should be done the first year, and must be completed before the student graduates from any course leading to a diploma or a degree.

SUPERVISION OF ATHLETIC SPORTS—The general supervision of athletic sports is vested in a Faculty Committee.

The Advisory Board consists of the officers of the Athletic Association. These boards, under certain regulations, have charge of all financial affairs of the Athletic Association and the arrangement of all intercollegiate games. These games are played under Ohio Conference rules.

The Faculty Committee, composed of five members, has charge of all matters involving the relation of athletic sports to the University; for example, the eligibility of players proposed for any University team and the investigation of charges of misconduct on the part of players. The policy of the committee is to foster the spirit of honor and gentlemanliness in athletics, to suppress evil tendencies, and to see that play shall not encroach too much upon the claims of work.

COLLEGE OF LIBERAL ARTS

COURSES OF STUDY

Two degrees are given in the College of Liberal Arts—Bachelor of Arts (A. B.) and Bachelor of Science (B. S.) To receive either a student must have a credit of 120 semester hours. By taking fifteen hours a semester a student can graduate in four years; by attending the Summer School for three sessions he can do it in less time. Physical training in the gymnasium is required in addition to the 120 hours. Of the 120 hours about two-thirds is required work as outlined in the courses below. However, it is to be observed that in the required courses there are a number of options. In addition to the general B. S. course of four years, there are four-year courses leading to the degree of B. S. in which the specific requirements are outlined in this catalogue. In the four-year course in Household Economics 130 hours are required for graduation with the degree of B. S. There is also a four-year course in Music, leading to the degree of Mus. B.

It will be observed that during the first two years the student is obliged to follow prescribed courses, but that thereafter he has opportunity to chose from a wide range of electives. If he intends to teach, he may include those professional studies which are given in the State Normal College; if he is going into business, he may select from the School of Commerce; if he intends to be a physician, he may select from the chemical and biological departments; if he intends to become an electrical or civil engineer, he may select from the departments of mathematics and physics; if she wishes to combine culture with a knowledge of the practical household arts, she may elect from the department of Household Economics. By requiring in the earlier years those studies that experience has designated as especially cultural, such as the Ancient and Modern Languages, Mathematics, the English Language and Literature, the various Sciences, History, Philosophy, and Economics, and then in later years permitting the mature student to elect where his interests lie, the authorities hope they have made wise and adequate provision for a thorough and liberal education.

A student electing German in the Freshman year is required to continue the study of the language two years unless he has two years of preparatory credit in it. In the latter case, but one year of college German is required. If a student elects either French or Spanish the first year, he may take the other language the second year.

With the idea of developing power by the intensive study of one subject, each student, in his course, must elect studies from one department until he has a total of twenty semester hours of credit, including the required work in the department; or fourteen hours in each of two related departments.

Each student seeking the B. S. degree must select at least one course in Physics.

Each semester covers a period of nineteen weeks. Each recitation period is an hour in length and represents fifty-five minutes of actual class-room work.

REQUIRED SUBJECTS FOR THE DEGREE OF BACHELOR OF ARTS

FRESHMAN YEAR

First Semester

Two from these: Greek 4; Latin 4; a Modern Language 4.
Col. Algebra or Physics 3.
Economics 3.
English Composition 2.

Second Semester

Two from these three: Greek 4; Latin 4; a Modern Language 4.
Plain and Spherical Trigonometry or Physics 3.
Zoölogy or Botany 3.
English Composition 2.

SOPHOMORE YEAR

First Semester

One from these three: Greek 4; Latin 3; a Modern Language 3.
Chemistry or Physiology 3.
European History 2.

Second Semester

One from these three: Greek 3; Latin 3; a Modern Language 3.
Tennyson and Browning 3.
Chemistry or Physiology 3.
European History 2.

JUNIOR YEAR

First Semester

Survey of English Literature 3.
Psychology or Ethics 3.
Public Speaking 2.

Second Semester

Survey of English Literature 3.
Psychology or Sociology 3.

SENIOR YEAR

First Semester

Geology 3.
Philosophy or Logic 3.

Second Semester

Philosophy or Advanced Civics 2.
Thesis 3.

REQUIRED SUBJECTS FOR THE DEGREE OF BACHELOR OF SCIENCE

FRESHMAN YEAR

First Semester

Chemistry 4.
A Modern Language 4.
College Algebra or Physics 3.
Economics 3.
English Composition 2.

Second Semester

Chemistry 4.
Plane and Spherical Trigonometry or Physics 3.
A Modern Language 4.
Zoölogy or Botany 3.
English Composition 2.

SOPHOMORE YEAR

First Semester

One of these four: Analytical Geometry (Finished) Differential Calculus (Begun) 3; Physics 3; Chemistry 3; Biology 3.
Physiology 3.
European History 2.
A Modern Language 3.

Second Semester

A Modern Language 3.
Physiology 3.
Tennyson and Browning 3.
European History 2.

JUNIOR YEAR

First Semester

One of these four: Analytical Mechanics 4; Physics 4; Chemistry 4; Biology 4.
Survey of English Literature 3.
Psychology or Ethics 3.
Public Speaking 2.

Second Semester

One of these four: Analytical Mechanics 4; Physics 4; Chemistry 4; Biology 4.
Psychology or Sociology 3.

SENIOR YEAR

First Semester

Geology 3.
Philosophy or Logic 3.

Second Semester

Philosophy or Advanced Civics 2.
Thesis 3.

SOPHOMORE YEAR

FIRST SEMESTER		SECOND SEMESTER	
A Foreign Language	3	A Foreign Language	3
European History	3	Bacteriology	3
Primary Hand Work	2	Sociology	3
Sewing III	2	Sewing IV	2
Cooking III	2	Cooking IV	2
History and Organization of Domestic Science	1	Dietetics	2
Household Management	3	Tennyson and Browning	3
	16		18

After the student has completed these 70 hours, she shall for the degree of B. S., complete 60 additional semester hours. These hours shall include:

Two more years of a foreign language	12 hours.
One year of mathematics or chemistry	6 hours.
One year of English literature	6 hours.
One year of philosophy	6 hours.
	30 hours.

The thirty additional hours shall be elected from cultural subjects such as history, science, literature, language, and philosophy.

It will be noticed that 130 hours are required for graduation in this course.

DETAILED STATEMENT
OF THE
DEPARTMENTS OF INSTRUCTION

COLLEGIATE DEPARTMENT

RHETORIC AND ENGLISH LITERATURE

PROFESSOR CHUBB

ASST. PROFESSOR MACKINNON

The aim of the English Department is two-fold, to train the power of expressing thought, and to cultivate an appreciation of literature. In the classes in rhetoric, the main stress is placed upon the actual work in composition done by the student. In the study of literature the endeavor is to quicken the artistic and æsthetic sense.

The Library is the laboratory of the English Department. In the study of an author different students are assigned different works for reading. Each student then reports, sometimes in an address, sometimes in an essay, upon the results of his reading.

When studying literature, emphasis will also be placed upon the practice of composition, and in the classes in rhetoric much attention will be given to the study of literature.

RHETORIC AND ENGLISH LITERATURE

First Semester

1. ENGLISH COMPOSITION—2 hours a week. Freshman. Required throughout the year. The one definite purpose in this course is to increase the student's power of self-expression. The main emphasis is upon actual practice in oral and written

composition. *English Composition*, by Canby and others, is the text. There will be four sections.

2. SURVEY OF ENGLISH LITERATURE—3 hours. Junior, required. The course of the first semester extends from Beowulf to Addison; that of the second from Pope to the present time. Much use is made of the *Century Readings in English Literature* by Cunliffe Pyre, and Young. Outlines and lectures are given by the teacher. The course runs throughout the entire year. The whole year's work is required of all candidates for the A. B. degee; only the first half is required of candidates for the B. S. degree. There are two sections.

3. SHAKSPERE—3 hours. Elective. About eight plays will be read in class, in an order selected to show the development of Shakspere's genius. *An Introduction to Shakspere*, by MacCracken, Pierce, and Durham is also studied.

4. (THE ROMANTIC MOVEMENT IN ENGLISH LITERATURE —3 hours. The course will cover the beginnings of the movement in the Eighteenth century, its culmination in the early years of the Nineteenth century with Scott, and later development with the Pre-Raphaelites. Text, *English Romanticism in the Eighteenth and Nineteenth Centuries*, by H. A. Beers. This course alternates with No. 7, and will be omitted in 1914-15.)

5. ADVANCED COMPOSITION—2 hours. The work will deal mainly with the short story, but the course may be varied to suit the wishes and needs of the class. A text book may be used. The course will be restricted to those who have shown superior ability in composition.

6. THE ENGLISH BIBLE—1 hour. Courses in the Old Testament and the New Testament are given throughout the year by Professors Evans and Treudley.

7. ENGLISH PROSE FICTION—3 hours. A rapid survey of the origin and development of the English novel, and a discussion of modern tendencies. The reading of about eight novels will be required. Instruction mainly by lectures.

Second Semester

8. SURVEY OF ENGLISH LITERTURE—(See Course No. 2.)

9. ENGLISH COMPOSITION—(See Course No. 1.)

10. TENNYSON AND BROWNING—3 hours. Required in the Sophomore year. Tennyson's *In Memoriam*, *The Idylls of the King*, and some of the shorter poems, and Browning's shorter poems and dramas will be studied. The student will need a modern complete edition of these poets. There will be two sections.

11. BYRON, KEATS, AND SHELLEY—3 hours. The most important poems by these writers will be read. The course is a sequence to Course No. 4.

12. (The MODERN DRAMA—2 hours. Some of the most interesting and important plays will be read from Ibsen, Sudermann, Hauptmann, Maeterlinck, Rostand, Pinero, Shaw, Jones, Galsworthy, Fitch, Strindberg, and Kennedy. Free class discussion will be invited. The object of the course will be to obtain some idea of the present day tendencies in the theater. This course alternates with No. 13, and will be omitted in 1914-15).

13. EARLY ENGLISH LITERATURE—2 hours. This course will cover a hasty review of Old English poetry in translation, a more detailed study of the Middle English period, particularly of Chaucer, the popular ballad, and the origin of the English drama.

GREEK

PROFESSOR DUNKLE

It is the aim of this Department to enable students to read the authors commonly read in colleges, and to make them acquainted as far as possible with the literature and life of the ancient Greeks. In teaching the language, especially that of Homer, attention is drawn to those words that are etymologically related to other languages, particularly Latin, German, and English. Especial prominence is given, as the student progresses, to the following points: first, form; second, vocabulary; third, relation to cognate languages; fourth, literature and history. The ear is regarded as equally important with the eye in the interpretation of words. When possible, some entire work of an author is read, as it is believed that a more lasting and more satisfactory impression will thus be made on the mind of the students than by the use of selections only. It is a well-established principle in the study of teaching of the ancient languages that they should be made, as far as possible, the basis of a study of antique life. The Greek language embodies the experience of the most remarkable people of antiquity—a people whose achievements in literature, in the arts, and in government have been, and doubtless will continue to be, inexhaustible sources of profitable instruction. It is here claimed that the study of the Greek language, together with all that should properly be taken in connection therewith, will contribute the most important elements of a liberal education.

The study of collegiate Greek is preceded by one year of preparatory work covering an elementary course and the first book of Xenophon's Anabasis. All candidates for the degree of A. B. who elect Greek are required to pursue the study of that language through the Freshman and Sophomore years. The Greek of the Junior year is wholly elective. One or more years of Greek may be elected by students who are taking courses leading to other degrees than that of Bachelor of Arts.

The following courses in collegiate Greek are offered for 1913-14.

First Semester—Xenophon's Anabasis, Books II-IV, and Greek Prose, Freshman, 4 hours,
Herodotus, Sophomore, 3 hours.
Demosthenes de Corona, Junior, 3 hours,
Second Semester—Homer's Iliad and Greek Prose, Freshman 4 hours.
Plato's Apology and Krito, Sophomore, 3 hours.
The Medea of Euripides and Sophocles' Antigone, Junior, 3 hours.

DEPARTMENT OF LATIN

PROFESSOR EVANS
ASST. PROFESSOR MOORE

The following courses will be offered for the year 1914-15:
FIRST SEMESTER:

Course I—4 hours a week.
First Half—De Senectute.
Second Half—Livy (Selections)
Latin Writing.

This course is open to all who have met the requirements for admission to the Freshman Class. The aim of this course is: 1st. To develop the faculty of expressing the thought of the Latin in smooth and correct English. 2nd. Careful rendering of idiomatic English into Latin, giving especial attention to the arrangement of words and clauses in the Latin sentences.

Course III—3 hours a week.
First Half—De Oratore.
Quintilian (Selections)

This course like Course I is required for the degree of A. B., except of those who elect another foreign language instead.

Course V—Elective—2 hours a week.
Seneca, Terence, } Roman Drama (Selections)

SECOND SEMESTER:

Course II—4 hours a week.
First Half—Odes and Epodes of Horace.
Latin Writing.

This course is open to those who passed in Course I.

Course IV—3 hours a week.
Epistles and Satires of Horace (Selections)
Juvenal.
Prerequisites: Courses I, II and III.

Course VI—Elective—2 hours a week.
Lucretius and other Selections.

Latin literature gives us, when we have mastered the language, a view of human life in a civilization as complex as our own, though different from it. Ancient Rome was the great turn-stile of history. Toward it all preceding history converged, and from it all subsequent history has radiated, and the Latin was the language of a people who had gleaned the best of all that had gone before. The genius and the energy of the people are reflected in their language. Its sentences are, as it were bundles made up of directness, terseness, and force, and the endeavor in the Latin course, is to study in this light the literature and history of this moral and mighty people, who were able to make the citizenship and language of Rome the coveted privilege of the world, and furnished fundamental lessons for modern thought.

MATHEMATICS AND CIVIL ENGINEERING

WILLIAM HOOVER, *Professor of Mathematics*

LEWIS J. ADDICOTT, *Professor of Civil Engineering*

HOMER S. HOPKINS, *Assistant*

COLLEGIATE MATHEMATICS

First Semester

College Algebra, 3 hours. Freshman.

Analytical Geometry, 3 hours. Sophomore.

Analytical Mechanics, 4 hours. Junior.

General Astronomy, 3 hours (elective); prerequisites, all preceding courses. Junior.

Second Semester

Plane and Spherical Trigonometry, 3 hours. Freshman.

Analytical Mechanics (continued).

Differential and Integral Calculus, 3 hours. Sophomore.

In teaching the pure Mathematics, especial attention is directed to the value of the study as a means of training the logical faculties. Constant stress is laid upon the steps of reasoning which underlie the various processes; and it is insisted that the principal business of the college student of Mathematics is to apprehend these clearly.

PLANE TRIGONOMETRY—There will be used in the second semester Bauer and Brooke's *Plane Trigonometry.* Hussey's mathematical tables will be used. Special emphasis will be put upon the analytical theory, and all parts of the work illustrated by large practice in the application of principles. In calculation the methods of the professional computer will be used.

SPHERICAL TRIGONOMETRY—Chauvenet's excellent and standard text is used. About all the text for which the student is prepared, at this stage of his mathematical study, is taken. Special pains is taken in computation.

FRESHMAN ALGEBRA—The continuation of Fisher and Schwatt's *Higher Algebra* used in the third year preparatory course and starting with a quick review of quadratic equations and succeeding subjects. In addition the chapters on the binomial theorem, logarithms, permutations and combinations variables and limits, the parts of Chapter XXXIII on infinite series which contribute to the determination of the conditions of convergency of the expansion of a binomial with any rational exponent and recurring series, method of differences, interpolation, Chapters XXXIX and XL on determinants and the theory of equations, all illustrated by the solutions of many original exercises. Given in the first semester, Freshman year, and repeated in the immediately following semester.

ANALYTICAL GEOMETRY—Fine and Thompson's *Coördinate Geometry* will be taken in the first semester, special effort being put on the original exercises. This branch is of great importance to engineering students. It is, besides, of most valuable disciplinary importance to any undergraduate.

DIFFERENTIAL CALCULUS—This will be given in the second semester of the Sophomore year. The first nineteen chapters of Osborne's revised text will be used.

INTEGRAL CALCULUS—This is a continuation of the work in Osborne's text, and will be given in the second semester of the Sophomore year. The method of limits is the basis of the theory. Extensive drill in integration is given the student that he may acquire skill in this refined and highly useful instrument of investigation.

ANALYTICAL MECHANICS—Bowser's text, applying every previous mathematical course of the student, is taken in the first semester of the Junior year, and affords the best chance of show of ability in mathematics he has so far had. About three-fourths of this text is taken, most of which relates to Statics and Dynamics.

COLLEGE ASTRONOMY—Young's *General Astronomy* is used most emphasis being placed upon the parts of a more mathematical character. As largely as possible, the student is made acquainted with the methods of the professional astronomer. Begun in the first semester, Junior year.

ELECTIVES—The following are among the electives in recent texts by the best Americans and British writers: Advanced Theory of Equations, including Advanced Determinants; Analytic Geometry of Three Dimensions; Differential Equations Advanced Statics and Dynamics; Elliptic Functions; Syherical

Harmonics; Least Squares; Mathematical Optics; and other Mathematical Physics, with Theoretical Astronomy.

Work in Civil Engineering was planned under action taken by the University Trustees in 1904. The course is designed to give students a working knowledge of the various subjects offered.

LIMIT OF COURSE—The course covers a period of two years. In that time such subjects are considered as will prove most beneficial in active work. Drafting-room and field practice make up a large part of the course.

EQUIPMENT—The Department makes use of seven rooms in the building known as the East Wing. The drafting-rooms have fifty large tables, for drawing and mapping, and cabinets for drawing-boards, paper, instruments, etc. The instrument-room contains two Gurley 8-inch mining transits, two Ulmer 11-inch transits, a Buff & Berger 11-inch transit, a Keuffel & Esser 11-inch transit, a Keuffel & Esser solar transit, a Keuffel & Esser precision level, three Gurley 20-inch Y-levels, an Ulmer 18-inch Y-level, an Ulmer 14-inch Dumpy level, a Keuffel & Esser 20-inch Y-level, two Keuffel & Esser 12-inch levels, a Gurley Plane-Table, a Mariner's Sextant, a Gurley compass, and numerous other instruments essential to field work, such as tapes, stadia rods, leveling rods, ranging poles, hand-levels, etc. The cement-testing laboratory is equipped with the most modern and improved apparatus. It contains a 20,000 ℔. Olsen Testing Machine, a Fairbanks improved testing machine, the Vicat, Gilmore's needles, molds, sieves, etc. New instruments and apparatus will be added as necessity requires, and every effort made to keep the department up-to-date in every particular.

REFERENCE WORK—The leading periodicals and magazines relating to Civil Engineering are in the department library, and many others are in the Carnegie library, all of which are accessible to the students at all times. Among the magazines which are avaiable for student use, are the following: Engineering News, Engineering Record, Railway Age Gazette, Mines and minerals, Cement, Reports of Engineering Societies, Journal of the Association of Engineering Societies, Western Society of Engineers, Engineering and Mining Journal, and many others that are not strictly Engineering magazines.

Ohio University does not offer regular engineering courses, but has scheduled a number of elective subjects in civil engineering, that can be taken in connection with the regular scientific course.

SCIENTIFIC COURSE WITH CIVIL ENGINEERING ELECTIVES

The following Scientific Course with Civil Engineering electives will lead to the Bachelor of Science Degree, in four years.

First Year

FIRST SEMESTER—English Composition, 2; Mathematics, 3; German, 3; Descriptive Geometry, 3; Mechanical Drawing, 2; Chemistry, 4.

SECOND SEMESTER—English Composition, 2; Mathematics, 3; Descriptive Geometry, 2; Mechanical Drawing, 2; Elements, of Mechanics, 3; Chemistry, 4.

Second Year

FIRST SEMESTER—Survey of English Literature, 3; Analytics and Calculus, 3; Scientific German, 2; History, 3; Physics, 3; Reënforced Concrete, 3.

SECOND SEMESTER—Survey of English Literature, 3; Calculus, 3; Scientific German, 2; Physics, 3; Sanitation, 3; Surveying and Leveling, 4.

Third Year

FIRST SEMESTER—Applied Calculus, 3; Advanced Chemistry, 3; Railroad Engineering, 3; Field Work, 2; Geology, 3.

SECOND SEMESTER—Applied Calculus, 3; Advanced Chemistry, 3; Commercial Law, 3; Topographic Surveying, 3; Instrument Adjustment, 1.

Fourth Year

FIRST SEMESTER—Civil Engineering, 4; Economics, 3; Thesis, 3.

SECOND SEMESTER—Civil Engineering, 4; Details of Construction, 3; Hydraulics or Mechanics, 3; Thesis, 3.

The completion of the above course entitles the student to the degree of Bachelor of Science, and a certificate stating that he has completed the short course in Civil Engineering.

For those who for any reason are unable to undertake the above course the following short course in Civil Engineering is provided, the completion of which entitles the student to a certificate certifying to the character of the work completed.

First Year

FIRST SEMESTER—English Composition, 2; Mathematics, 3; Descriptive Geometry, 3; Mechanical Drawing, 2; Electricity, 4.

SECOND SEMESTER—English Composition, 2; Mathematics, 3; Descriptive Geometry, 2; Elements of Mechanics, 3; Surveying and Leveling, 3; Field Work, 1; Electricity, 2.

Second Year

FIRST SEMESTER—Railroad Engineering, 3; Field Work, 2; Civil Engineering, 4; Reënforced Concrete, 3. Mathematics, 3.

SECOND SEMESTER—Civil Engineering, 4; Topographic Surveying, 2; Field Work, 1; Details of Construction, 2; Drawing 1; Mathematics, 2; Commercial Law, 2; Engineering Instruments and their use, 1.

In the first year those who desire may substitute a year's work in Chemistry, or a modern language for the work in Electricity.

EXPLANATORY STATEMENT

The course in Civil Engineering is designed to give the student a thorough and practical training in the various subjects offered; and to give field and draughting-room practice of such a nature as will prepare him for active work.

A large number of young men have taken this Short Course, and have found very satisfactory positions after completeing the work.

The work in Mechanical Drawing continues throughout the Freshman year, and embraces twenty-four plates. Much attention is given to lettering. Cross's *Mechanical Drawing* and Reinhardt's *Lettering* serve as guides in this work. The work in Descriptive Geometry continues throughout the Freshman year. During the first semester the work consists of recitations and problems relating to the right line, curved line, planes, tangents, and normals; to cylindrical, conical, and warped surfaces and to their intersection. About fifteen original problems are required. Shades, Shadows, and Perspective are taken up during the second semester. Church's *Descriptive Geometry*, is the text used. Merriman's *Elements of Mechanics* is taken up during the second semester. The work in the text-book is supplemented with additional problems.

Leveling and Surveying, of the second semester, consists of three hours per week of recitations and one afternoon per week of field work, embracing the following: Chain, Compass and Transit Surveying; the use of the Plane Table and Leveling.

The student is required to keep his field notes in proper form, to plat all surveys, and to make profiles of the level lines run. Conventional methods are used in all work. Gillespie's *Surveying* is the text used.

The work in Railroad Engineering is taken up during the first semester of the second year. This consists of three hours per week of recitations and one afternoon a week of field and draughting-room work. A preliminary survey for a railroad is made and the topography taken. A contour map is drawn and a location projected. The text used is Searle's *Field Engineering*.

In Stereotomy, the work of Siebert and Biggin is used and enough class work is given to obtain a working knowledge of the subject. A number of original problems and drawings are required.

The course in Engineering Iustruments and Their Use is intended to familiarize the student with such instruments as the Sextant, Plane-Table, Polar Planimeter, Universal Drafting Machine, Pantograph, Slide Rule, Solar Transit, Precise Level, and other instruments.

The subject dealing with Details of Construction, as given in the second semester, consists of two recitations per week and one afternoon of drawing. Each student designs and completes the working drawing, with blue prints, of a wood and steel truss. Howe's *Design of Simple Trusses in Wood and Steel* is the text used.

Fiebeger's *Short Course in Civil Engineering*, is the textbook used in discussing the various subjects offered under the general head of Civil Engineering. The course is given throughout the entire year and embraces the following subjects: Loads on Beams, Trusses of all kinds, Graphics, Dams, Retaining walls, Hydraulics, Water Supply, Sewer Construction, and Pavements.

During the second semester the work in Topographic Surveying is taken np and embraces the following: The accurate measurements of a base line, and triangulating a given section. The topography is taken by means of the stadia and hand level. From the survey a map is made and contour lines are drawn; conventional signs are used to represent the different structures and objects that appear upon the map.

The topograghic map of the Campus, in the front of the catalogue, was a part of the regular work of the class of 1908. Each year a similar map is made, thus familarizing the student with platting and mapping.

The work in Mathematic, Science and English is done in the regular University classes.

Students of the Engineering Department wishing to take advanced standing in other institutions can do so by taking the required amount of Mathematics, Language, English, etc., in the regular classes of the University.

Students of the University can take up and complete, within two years, such engineering and scholastic studies as will give them admission, with full credit, to the Junior class of the Case School of Applied Science at Cleveland, Ohio.

Students are urged to take the scientific course and elect their work from the subjects offered in civil engineering.

This will enable them to complete a regular scientific course and at the same time complete all the work offered in the short course in Civil Engineering.

GERMAN

PROFESSOR DOERNENBURG,
MR. CARTER.

The purpose of the work of the first year is to secure a thorough knowledge of the fundamental principles of the German language and to acquire an extended vocabulary. The work in the class-rooom is carried on in German as far as practicable.

After the first year the aim is to familiarize students with the best German literature, and, at the same time, constantly to afford practice in the oral and written acquisition of the language. In the second year the work is largely carried on in German, and after the second year entirely so.

A German Club, maintained by students beyond the first year and meeting once a month, assists students in acquiring proficiency in the use of colloquial German.

COURSES

1. ELEMENTARY GERMAN. First semester, 5 hours a week, required. *Kayser and Monteser: Foundations of German* completed. *Spanhoofd's Erstes Lesebuch.* Conversation based on *Newson's First German Book* in connection with Hoelzel's charts on the seasons.

2. ELEMENTARY GERMAN. Second semester, 5 hours a week, required. Conversation continued. Reading of short modern stories such as *Storm's Immensee* and *Eichendorff's Aus dem Leben eines Taugenichts. Wesselhoeff's German Composition.*

3. SECOND YEAR GERMAN. First semester, 4 hours, required. Reading: *Max Mueller's Deutche Liebe* or *Wildenbruch's Das edle Blut und Der Letzte; Schiller's Wilhelm Tell* or *Die Jungfrau von Orleans.* Conversation based on *Bacon's Im Vaterland. Pope's German Composition.*

4. SECOND YEAR GERMAN. Second semester, 4 hours, required. *Goethe's Hermann and Dorothea* and other works, typical of German life and ideals. Conversation and composition continued.

5. MODERN GERMAN DRAMATISTS. 3 hours, elective. Selected dramas of Grillparzer, Hebbel, and other authors, like *Ludwig*, *Anzengruber*, *Sudermann*, and *Hauptmann*. Representative dramas of these authors will be studied in class and others will be assigned for private reading. Lectures and recitations throughout the year.

6. MODERN GERMAN NOVELISTS. 3 hours, elective. Selected novels of *Scheffel*, *Freitag*, *Raabe*, *Keller*, *C. F. Mayer*, and *Sudermann*. Representative works of these authors will be studied in class and others will be assigned for private reading. Lectures and recitations throughout the year. (Omitted in 1914-1915).

7. LESSING. First semester, 3 hours, elective. Introductory study of his life and selections from his works. *Emilia Galotti* and *Nathan der Weise*.

8. MIDDLE-HIGH-GERMAN LITERATURE. Second semester, 3 hours, elective. The literary movements from the twelfth to the end of the fifteenth century. Reading: The *Nibelungelied* and *Parzival*. Selections from *Walter von der Vogelweide* and other Minnesingers.

9. SCHILLER. First semester, 3 hours, elective. Lectures and reports. Reading: *Wallenstein's Tod* and *Maria Stuart*. (Omitted in 1914-1915)

10. GOETHE. Second semester, 3 hours, elective. Lectures and reports. Reading: *Faust*, *Tasso* or *Iphigenie auf Tauris*. (Omited in 1914-1915)

11. SCIENTIFIC READING. First semester, 2 hours. For students desiring to acquire faculty in the reading of scientific literature. Required in courses of Engineering. Text: *Wellentin's Grundzuge der Naturlehre*.

12. SCIENTIFIC MONOGRAPHS. Second semester. Required as in 11.

For students that had little or no practice in speaking German, the following work is offered to precede the regular Freshman work, although it will be counted for College credit. Great stress in this class will be laid on conversation; the grammar will also be thoroughly reviewed.

CONVERSATIONAL GERMAN First semester, 3 hours. Review of Grammar. Conversation based on *Newson's First German Book* and Hoelzel's charts on the seasons. Reading of several short modern stories with composition and conversation based on the text read.

CONVERSATIONAL GERMAN. Second semester, 3 hours. Similar reading and conversation as in the preceding course.

THE TEACHING OF GERMAN IN GRAMMAR AND SECONDARY SCHOOLS. Prospective teachers of German will be given opportunity to teach and observe classes in German. There will also be a lecture given once a week on methods of the teaching of German and their application to the teaching of translation, reading, composition, pronunciation, and grammar, throughout the year.

ROMANCE LANGUAGE

Lillian G. Robinson, *Professor*
Wilbur R. McReynolds, *Assistant*

FRENCH

French 1—The object of the course is to give the essentials of the grammar, including the conjugation of the regular and the more common irregular verbs; a careful drill in the pronunciation; the use of the personal pronouns, common adverbs, prepositions and conjunctions; the order of words in the sentence the elementary rules of syntax; the reading of one hundred pages of graduated texts, with constant practice of translating into French easy variations of the sentences read. First semester, 4 hours.

French 2—Continued drill upon the rudiments of grammar with constant application in the construction of sentences; mastery of the forms and use of pronouns, pronominal adjectives, of all irregular verbs, and of the simpler uses of the conditional and subjunctive; the reading of not less than three hundred pages of modern prose in the form of stories, plays or historical sketches; constant practice in translating into French easy variations upon the texts read; frequent abstracts of the texts; continued drill in pronunciation, conversation and dictation. Second semester, 4 hours.

French 3—Idioms, synonyms and diction. The course calls for the ability to use the language effectively as a means of oral and written expression. Characteristic prose and poetry form the basis for more advanced language study. First semester, 3 hours.

French 4—Outline history of French literature. This course traces the history of French literature from its origin to the present day, bringing out the great currents in their relations to each other. Illustrative readings from representative authors will be assigned for study and report, and themes and essays on literary subjects will be required. Second semester, 3 hours.

FRENCH 5—French literature of the XVII century. Classicism, origin, formation, apogee, decline. Writers: Boileau Moliere, Racine, Corneille, La Fontaine, Pascal, Bossuet, etc. First semester, 2 hours.

FRENCH 6—French literature of the XVIII century. Writers: Le Sage, Marivaux, Montesquieu, Voltaire, Diderot Jean Jacques Rousseau, Regnard, etc. Second semester, 2 hours.

FRENCH 7—French Literature of the XIX century. Study of the representative works beginning with Victor Hugo and the French romanticists. First semester, 2 hours.

FRENCH 8—French literature of theXVI century. Origin of classicism in France; study of language and literature with illustrative readings. Second semester, 2 hours.

FRENCH 9—History of the French language. Lectures on the general history of the French language from its origin to the present time. First semester, 2 hours.

FRENCH 10—Scientific French. First and second semesters, 3 hours. No course will be given for fewer than four.

SPANISH

SPANISH 1—Careful drill in pronunciation, including accentuation; the rudiments of grammar, including all the regular and the more common irregular verbs, the forms and order of the personal pronouns, the uses and meaning of the common prepositions, adverbs and conjunctions, the uses of the personal accusative, and other elementary rules of syntax. First semester, 3 hours.

SPANISH 2—Practice in speaking and writing Spanish, together with the careful reading of several modern novels and dramas. Attention is constantly diricted to points of syntax, idiomatic constructions, synonyms, and the translation of English into Spanish. Second semester, 3 hours.

SPANISH 3—Spanish prose composition. This course is designed to give the student a practical command of Spanish as a medium of expression. It may be varied to adapt it to the needs of the student, now tending more to commercial forms of composition, now to those forms used in literature, or by travellers. First semester, 2 hours.

SPANISH 4—General introduction to Spanish literature. Illustrative readings from representative authors will be assigned for study and report, and themes and essays on literary subjects will be required. Second semester, 2 hours. No course will be given for fewer than four.

ITALIAN

ITALIAN 1—A course in beginning Italian. It is preferred that students have one year of French before entering upon this course.

ITALIAN 2—A continuation of Italian 1, consisting mainly of reading and conversation. In both courses especial attention is given to the pronunciation.

PHILOSOPHY, ETHICS, AND SOCIOLOGY

PROFESSOR TREUDLEY

OUTLINE OF COURSES

FIRST SEMESTER		SECOND SEMESTER	
No.	Courses	No.	Courses
1.	Introduction to and History of Philosophy. Three hours.	1.	Introduction to and History of Philosophy. Three hours.
2.	Philosophy of Aesthetics. Two hours.	3.	Philosophy of Religion. Two hours.
4.	Logic. Three hours.	5.	Readings in Philosophy. Two hours.
6.	Ethics. Three hours. Required in courses.	7.	Advanced Ethics. Two hours.
8.	Reading in Sociology. Two hours.	9.	Problems in Philosophy. Three hours. Required in some courses.
10.	Studies in Ancient and Medieval Classes. Two hours.	11.	Studies in Ancient and Medieval Classics. Two hours.
		12.	Sociology. Two hours. Required in some courses.

REMARKS—The work of this department, subject to limits of time, is intended to afford students some real insight into the theoretical and practical details of the subjects offered. There is pre-supposed some maturity of thought and experience because these studies deal with life in its most fundamental relations. Various courses are offered to meet varying needs.

COURSE 1—Students seeking the Degree of Bachelor of Arts may select Philosophy Course 1, but if so, they must pursue it throughout the year. The work embraces during the first semester a study of philosophical problems, after which the subject leads into the history of philosophy, dealing chiefly with Greek systems of thought. Medieval and Modern Philosophy is studied during the second semester.

COURSE 9—Students seeking the Degree of Bachelor of Science in Education are required to pursue this course. It is offered as will be observed in the second semester, and deals with the problems of Philosophy somewhat more elaborately than does course 1.

COURSES 2, 3, and 5—Three elective courses of two hours a week are offered, viz., Philosophy of Aesthetics, Philosophy of Religion, and Readings in Philosophy. These courses are designed to serve the purposes of students of maturity of thought and somewhat extended experience who would like to look more deeply than ordinarily into these great fields of expression of human life. It is hoped to throw some permanent light upon the questions presented so as to enable the students to realize in some degree their significance.

COURSE 6—This course in Ethics involves both a theoretical and practical treatment of the subjects of morals. It is required of all students seeking the degree of Bachelor of Science in Education from the State Normal College.

COURSE 7—To those persons desiring further work along ethical lines, Course 7 is offered in the second semester. This deals with modern ethical problems and is pursued by means of lectures, readings, and reports.

COURSE 4—The course in Logic embraces, together with the study of the theory of logical operations, many exercises for practice. Examination is made of the argument of editorials, public speeches, etc., with the view to develop skill in the appreciation of truth and the detection of fallacies.

COURSES 8 and 12—Course 8 is a reading course and deals with the larger movements of social life. It is informational in its nature and pre-supposes a fair degree of general intelligence but not special training. It is conducted by means of reading in the library, lectures, and reports. Course 12 is required of all students seeking the degree of Bachelor of Science in Education from the State Normal College. It is required also of all candidates for the diploma in Elementary Education, Kindergarten, and other courses. It embraces in its scope a study of the structure of society and the forces operative.

COURSES 10 and 11—By way of general application to conduct and because the subjects considered are expressive of deep literary, historic, ethical and philosophical values. Courses 10 and 11 are offered. Amongst the work considered are Job, Greek Tragedy, and Dante's Divine Comedy. They are recommended to students interested in the cultural side of education and who are seeking to become acquainted with some of the supreme master-pieces of human thought.

These varied lines of study are proposed in the hope of meeting the needs of students both in adjusting and balancing their programs of study and in rounding out their education.

DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

PROFESSOR ELSON

FIRST SEMESTER	Hrs.	SECOND SEMESTER	Hrs.
Economics	3	British Empire	3
Advanced American History	3	Advanced American History	3
European History	2	Advanced Economics	2
Methods of Taxation	1	International Law	1
Ancient Civilization	2	Medieval Civilization	2
		Advanced Civics	2
		European History	2

Modern European History—Required

This department is devoted to the study of the rise of absolutism on the ruins of feudalism, and the later development of constitutional government in Europe.

Chief among the topics in this study are: The Decline of the Holy Roman Empire and of Spain, the Reformation of the Sixteenth Century and the Religious wars, Development of Parliamentary Government in England, the French Revolution and its momentous consequences, and the Unification of Italy and of Germany.

This subject will run through the year. The first semester will be devoted to the period beginning with the Renaissance and the Dawn of Modern Civilization, covering the Thirty Year's War, the Protestant Reformation, and coming down to the French Revolution.

The second semester will cover the period from the French Revolution to the present time, giving special attention to the gradual rise of Democracy and the inevitable extension of representative government among the European states. The text used as a guide is Schwill's *Political History of Modern Europe.*

United States History

The importance of the study of United States History in preparing citizens to exercise the duties incumbent upon them as members of the body politic is growing more apparent every year. Therefore the aim of the teaching in this department is so to read the history of the past as to throw light upon present civic and economic problems, and thus aid in their solution. The disciplinary value of the subjects included in this department is kept constantly in view. History is regarded as a record of the social, economic, moral, and political life of the people. Environment, former ideas, and changing industrial conditions are all considered as important factors in determining the course of events. The work of our great leaders in thought and action is studied carefully in connection with the history of the people. Students are encouraged to investigate the civil and economic questions of the present day with minds as free as possible from partisan prejudice and preconceived opinions.

Advanced American History—Elective

FIRST SEMESTER.

After a brief review of the Colonial and Revolutionary periods the intensive work of the course begins with the national period and covers the seventy years to the Civil War. Special study is devoted to established government under the new constitution, to the second war with England, its causes and results, to the high water mark of democracy under Jackson, and to the fierce political battle over slavery preceding the Civil War.

SECOND SEMESTER.

A study of the Civil War, especially the political features and underlying causes of government policies, followed by a study of Reconstruction in its deeper phases, will constitute the first part. After this will follow a careful study of the changing conditions that followed the war, the industrial development of the last half century, the most recent presidential campaigns and their issues, and finally the purposes and principles of the great political parties of the present.

Elson's History of the United States will be used as a guide in the foregoing course; but much of the work will be research work in the library.

Advanced Civics—Required

SECOND SEMESTER.

Advanced Civics is a senior required study optional with philosophy. It is a study of the American system of government in its deeper phases, and also of world politics.

In addition to the study of the American government, the governmental systems and present day workings of the great nations of Europe are studied and compared with one another; also political theories and political parties of the European countries are studied and compared with our own.

In the library are found Bryce's American Commonwealth, Lowell's Government of England, Governments and Parties in Continental Europe, and Ogg's Governments of Continental Europe, to all of which the student may have access.

Economics—Required

FIRST SEMESTER.

The regular required economics, which is given in the Freshman year, presents this great subject in its elementary form.

SECOND SEMESTER.

Advanced Economics, which is given in the second semester, is elective. It presents the great economic subjects of modern times and deals concretely with many of the present day problems of the industrial, financial and economic world. No one who has not taken the elementary economics is eligible to this class. Taussig's two volume work will be used as a text.

Special Electives

SECOND SEMESTER.

THE BRITISH EMPIRE—This is a study, as exhaustive as time will permit, of the development of the British Empire. Beginning with the Tudors, the long strife between the Sovereign and Parliament, the warfare between the Stuarts and the Puritans, the reign of Walpole, the reaction under George III. and its disastrous results, the 19th Century reforms in Parliament and the expansion of the island Kingdom into a world empire, the greatest in history—these form the chief topics of study. No text book is required.

ANCIENT CIVILIZATION—This is a study of the great empires of antiquity including Egypt, Babylonia, Greece and Rome, their modes of life, methods of warfare, forms of religion, and their bearing on medieval and modern life. It is followed in the second semester by a similar study of *Medieval Civilization*. In each the text book used is by Seignobos, a Frenchman, and one of the greatest living historical scholars.

METHODS OF TAXATION—This is a study of the various forms of taxation in our States, in the United States, and in other countries, the object being to ascertain the most equitable methods and to show the weak points in many of our tax laws. No separate text book is used.

INTERNATIONAL LAW—*Wilson and Thacher* as a text, takes up the great question of international relations, customs and the like, with a notice of important treaties past and present.

BIOLOGY AND GEOLOGY

PROFESSOR MERCER

J. A. PLACE, *Instructor*

C. K. COOPERRIDER, *Assistant*

This department embraces all the subjects properly belonging to Biology, together with Inorganic and Organic Geology.

The work in Zoology begins with the second semester of the Freshman year. Abundant opportunity is offered for field work. In addition to the material gathered by the class, use is made of preserved marine types which are received from time to time for the purpose of dissection. Each student is required, also, to spend some time in the Zoological Museum, which contains many valuable specimens.

The student enters the laboratory at the very start, and such types are placed before him for examinations and dissection as will lead him step by step to correct habits of observation, by which he is enabled to comprehend the close relations of one form of life to another. As this work is in progress, the subjects under examination are fully discussed, and, on the completion of each dissection, the student is examined upon the work done. Drawings are required of the different parts and organs, in all cases. After a few types have been studied in the laboratory the subject of classification receives careful attention.

An advanced course in Zoology is offered in the college proper. (See Comparative Anatomy.)

The course in Preparatory Physiology aims to give a good general knowledge of Anatomy and Hygiene, and the functions of the different organs. Occasional dissections are performed before the class, and some laboratory work is required of all. In the collegiate course this subject is studied by more advanced methods. Osteology receives close attention, and each student is expected to give some attention to dissection, besides making a practical study of a few histological structures. Physiological principles and theories are discussed according to the latest investigations; and, in this connection, experiments are performed in the laboratory. The department is supplied with a valuable skeleton and superb French anatomical models. (For more advanced work in Anatomy and Physiology, see Preparatory Medical Course.)

The University is thoroughly equipped for work in General Biology, a required subject in all the collegiate courses. A biological laboratory has recently been completed and fitted up with modern apparatus, including a steam sterilizer, fine optical appliances, dissecting instruments, water baths, paraffin bath, CO_2 freezer, Minot Microtone, etc. The student is given practical training in Microscopy, and is taught the process of staining and preparation of permanent mountings. It is the intention to give a thorough knowledge of the structure and mode of growth of typical plants and animal forms, and the laboratory work is accompanied with lectures, in which the conposition of organism, methods reproduction, development, and other biological subjects are discussed.

At the early stage of the work in Geology, such objective study of minerals is pursued as will enable the student to comprehend the composition of rocks, which is next taken up. To supplement the text, lectures may be given from time to time upon Dynamical, Structural, and Palæontological Geology, and these subjects are further studied in the field. A large cabinet of minerals is open at all times to the student of Geology.

The stereopticon is in constant use in the Department to illustrate the lectures. The facilities for making lantern slides are such that many additions are made annually to the already quite complete set of over eight hundred slides.

CURRENT JOURNALS—American Naturalist, Science, American Journal of Anatomy, Biological Bulletin, Ohio Naturalist, Journal of Experimental Zoology, Nature-Study Journal, Popular Science Monthly, Journal of Geology, Economic Geology, Journal of Morphology, Science Progress, and the reports of all the leading scientific societies.

COURSES OFFERED IN THE DEPARTMENT OF BIOLOGY AND GEOLOGY

FIRST SEMESTER			SECOND SEMESTER		
	Course			Course	
	Physiology and Hygiene (Prep.)	4	5	Invertebrate Zoology	3
14	Geology (required)	3	4	College Botany*	3
6	Comparative Anatomy 1914	3	1	Anatomy, Mammalian, (1915)	3
10	Human Anatomy 1915	3	11	Historical Biology 1916	2
3	Histology	4	2	Physiology (required)	3
2	Physiology (required)	3	9	Physiology (Experimental)	3
9	Physiology (Experimental)	3	3	Histology	4
15	Biological Seminar	1	7	Bacteriology (General)	4
	Botany (Prep.)*	3	10	Human Anatomy 1916	3
7a	Bacteriology (Domestic Science)	3	8	Embryology	3
			15	Biological Seminar	1
				Botany (Prep.)*	3

*See Department of Civic Biology and Botany.

All the college courses are laboratory courses. It requires two hours of actual work in the laboratory for one hour credit. All four-hour courses are made up of at least two laboratory periods and two lectures or recitations each week of the term, and all other laboratory courses in the same proportion.

Any student electing the course in History and Embryology must plan to take the entire work of the year.

Description of Courses

1. ANATOMY—The laboratory work will be mainly dissection of the cat or rabbit, and the study of microscopic sections of all important organs.

2. PHYSIOLOGY—This course will consist of at least two lectures or recitations, one hour each, and one laboratory section of two hours each for the year. This will be a course of actual demonstration of the functions of the different parts of the body. For example, the student actually tests the action of the reagents found in the gastric juice upon the food principles. He then uses the gastric juice prepared from the stomachs of different classes of animals, and tests its action upon different

foods, the changes thereby being brought before the eye. Experimental physiology and hygiene will be made a large part of this course.

One course in Physics, and Invertebrate Zoology, or College Botany, are required before entering upon this course.

3. HISTOLOGY—This course includes a careful study of technic; taking fresh tissue and carrying it through to the finished slide by the most approved and modern methods.

The student also makes a study of the finished slide and makes drawings of many type tissues. This course is designed thoroughly to fit the student preparing for the study of medicine as well as to give the student in general a thorough idea of the structure of the human body preparatory to the study of physiology. A careful study of the nervous system is made during the last half of the year in this course.

4. BOTANY—Study begins with the plant cell and traces the development of the plants through the sucsessive orders to the flowering plants. Attention will be given to living plants including plant histology, and a general consideration of all the life principles involved in plants.

This course may be taken in place of the Zoology to supply the science requirements in the Freshman year.

5. INVERTEBRATE ZOOLOGY—The course in Zoology takes up the study of animal life in the line of development, beginning with the amoeba and tracing the line by means of type forms through the succeeding orders to the vertebrates. Physiology in the simple forms is studied with special reference to its bearing upon human physiology.

6. COMPARATIVE ANATOMY—This course includes all of the Phylum Chordata except the mammals. The type forms studied are the Amphioxus, the dog-fish, the perch, the frog, the turtle and the English sparrow. A careful dissection is made of all these forms, but more time is spent on the frog than on any other form. The muscular, the nervous, the digestive, the circulatory, and the respiratory systems are compared in each case to show their relationship and advancement as we ascend the scale in chordata. Physiology plays a very important role in this course for all these forms.

7. BACTERIOLOGY—The laboratory work in this course is mainly technic. The student prepares all the common media inoculates specimens of many of the different forms of bacteria and studies the growth and action of the same. He also gets a fair idea or the methods of identification of common forms making slides from the cultures.

The lectures connected with this course are designed to bring out the relation of the subject to hygiene and the basic relations of bacteria to disease. The history of the subject and its relation to Scientific Medicine are also brought out.

The work is so arranged that a person desiring to get a theoretical knowledge of the subject can enter the lecture and get half credit in hours. A three-hour course is also given here for the students in Domestic Science.

8. EMBRYOLOGY—In this course the students follows carefully the development of the chick, makes slides of the embryo at different ages from four hours up to seventy hours, and prepares museum specimens of the chick from that to twenty-one days. He supplements his work with careful reading and comparison with the development of the mammal, and makes dissections of a fetus of pig or cow. Serial sections of pig em bryos from 5 *mm.* to 30 *mm.* are studied throughout the entire course.

9. PHYSIOLOGY—In this course the frog is used to a large extent in preforming the experiments in the first semester. A complete set of the Harvard apparatus is in constant use. The activities of the muscles and all the vital organs are observed and tracings made in many cases. The relation of the nerves to the muscles is shown in many ways, including the central nervous system and the sympathetic system.

Chemical Physiology will occupy the second semester.

Course 2, as well as the requirements leading up to it, must be taken before entering upon this course.

10. HUMAN ANATOMY—This course is designed to give the prospective medical student a chance to get a start in anatomy before going to a medical college, and also to enable the students preparing to teach physiology in high schools and

colleges to go into the real merits of the science. Special teachers will find these courses in anatomy and advanced physiology of great benefit in their work.

11. HISTORICAL BIOLOGY—This course will bring out the fundamental ideas of Biology, and men and conditions under which these ideas were given to the world. The different theories of the origin of the species will be discussed. Natural selection, adaptation, mutation, etc., will receive a prominent place. All these discussions bear upon the great question of Heredity. To bring out all the above topics the biography of the leaders of Biology will be used to a large extent. Three college hours will be allowed for the completion of the course.

12. SANITATION—This course will be an advanced course in Hygiene and presupposes a through knowledge of Physiology. Nothing less than a first-class high school course in Physiology will be accepted. This course will, in no sense, take the place of the course in Elementary Physiology, described above. A good practical knowledge of bacteria and their relation to disease will be obtained. The laboratory work will be largely the culture and the observation of bacteria both in a general way and with the microscope. Fundamental questions of sanitation both municipal and personal, will be discussed. The legal side, as well as the scientific side, of school inspection, etc., will be discussed. Summer term and first semester.

13. ENTOMOLOGY—This course is offered for the Summer term. It will be an advanced course in Nature Study, consisting of a large amount of field work and the making of a collection of insects. The lectures will consist of a discussion of some of the larger economic questions of the relation of insects and plants. The laboratory work will consist of the study of some typical forms of insects.

DEPARTMENT OF MEDICAL SCIENCES

It is desirable in many cases that students looking forward to the medical profession should, after spending four years in collegiate work, be admitted to advanced standing in medical schools, whereby a year's time might be gained. With this object in view, the Department of Biology now offers such work as is in conjunction with Physics and Chemistry recognized by the best of these schools the full equivalent of a year's professional study.

The laws in many states are such that no time credit can be given for this work, but our students get credit in all the Medical Colleges for subjects completed, which gives them time to specialize in some subject during their medical course. The advantage of this cannot be overestimated.

The Departments of Physics and Chemistry furnish abundant opportunities for the work required in that direction. The Biological work, is from the very outset, suited to the needs of the medical student. To this end it properly begins with General Biology, to be followed by a comparative study of animal forms and of phanerogamic and crytogamic plants. The development of some vertebrate is closely studied, and preparations of embryos are required of each student. Throughout the entire course close attention to laboratory work is insisted upon. Practical instruction is given in the preparation of miscroscopic objects, and the student is taught the technic of section cutting and mounting. A practical knowledge of Human Anatomy is obtained from the careful dissection of the human body. Arrangements have been made whereby students of the University are allowed, under certain conditions to attend post-mortem examinations and to assist in the work. The laboratory is provided with modern apparatus for accurate investigation of disease germs, and the student is therefor required to do practical work in the all important subject of Bacteriology.

The following subjects are comprehended in this course: General Biology, Zoology, Mammalian Anatomy, Human Anatomy Histology, Physiology, Structural and Systematic Botany Vegetable Histology, Embryology, and Bacteriology.

CHEMISTRY

PROFESSOR BENTLEY

J. R. MORTON, *Associate Professor*

H. M. MCLAUGHLIN, *Assistant*

The aim of the Chemical Department is two-fold. It offers to the general student the opportunity of becoming acquainted with the principles of this science and gives him practice in some of the methods used in the Chemical laboratory. To a smaller number of students the Department offers superior advantages for more advanced work both theoretical and practical. The Department also possesses a growing collection of reference books which will meet the requirements of students who make Chemistry their special field for work.

1. GENERAL DESCRIPTIVE CHEMISTRY—This course consists of three lectures and one laboratory period each week throughout the year; also a quiz, alternate weeks. It consists of a study of the fundamental principles of the science, and a general study of the more important elements and their compounds. This course serves as and introduction to all higher courses in Chemistry, is required of all candidates for the degree of B. S. and is elective for all others. Credit, eight semester hours.

2. DOMESTIC SCIENCE CHEMISTRY.—This course consists of lectures or recitations twice a week and laboratory work once a week throughout the year. It involves a study of some of the more important elements and their compounds. Especial attention is paid to the chemistry of foods and food preparation and to the applications of chemistry to daily life. This course covers all the chemistry required by the Domestic Science course. Credit, six semester hours.

3. QUALITATIVE ANALYSIS—This course consist of six hours of laboratory work throughout the year and two recitations each week during the first semester.

A study is made of compounds, both soluble and insoluble, whereby the student becomes familiar with tests for bases and acids, and with methods of separating them.

The recitations will consist in part of discussions of laboratory methods, and in part of a consideration of the fundamental principles underlying analytical chemistry, both qualitative and quantitative. This course serves a double purpose; systematizing the work done in elementary chemistry and preparing students for a more advanced study of the subject.

Students who have all ready completed the laboratory requirements of the course may take the class work only. Credit for the class work, two semester hours. Credit for the entire course, six semester hours.

4. QUANTITATIVE ANALYSIS—A laboratory course is offered equivalent to six semester hours of credit. It comprises a series of determinations, illustrating the fundamental principles and methods, involved in gravimetric and volumetric analysis. Prerequisite, Course 3.

4a. CHEMICAL CALCULATIONS—A course in chemical calculations is offered during the second semester. Credit, two semester hours.

5. ORGANIC CHEMISTRY—This course consists of three recitations each week throughout the year. A careful study is made of the constitution, preparation and properties of the typical compounds of the aliphatic and aromatic series. Credit, six semester hours.

5a. ORGANIC PREPARATIONS—A laboratroy course designed to accompany Course 5. Credit, four semester hours.

6. PHYSICAL CHEMISTRY, including Electro-chemistry. Three recitations per week throughout the year. This course supplements the work given in Courses 1 and 3 and presents to the student the more recent developments in chemical theories. It is recommended to all students who contemplate teaching chemistry, as well as to those who expect to enter the practical field.

Text-books, Walker's Introduction to Physical Chemistry and Lehfeld's Electro-Chemistry. Credit, six semester hours.

6a. PRACTICAL PHYSICAL CHEMISTRY—A laboratory course designed to accompany Course 6. Credit, four or six semester hours.

Note. Courses 5 and 6 are given alternate years. Course 5 will be offered in 1914-15.

7. ADVANCED QUANTITATIVE ANALYSIS—This course is offered to those who have completed Course 4 and will be arranged to suit the needs of the individual student. It may consist of limestone, coal (prominate analysis and thermal test), ore, water, soil or gas analysis of alloys.

8. ELEMENTARY AGRICUTURAL CHEMISTRY—A three hour course given the second semester. Especial emphasis is placed upon the practical application of elementary chemistry to soil problems. It also embraces a study of soil formation, and methods of soil improvement. Credit, three semester hours.

9. ADVANCED AGRICULTURAL CHEMISTRY—This course supplements Course 8 and is intended for those who are preparing for a more advanced study of Agriculture and Forestry.

10. INDUSTRIAL CHEMISTRY—This course consists of recitations and reports made by the students. This is a very practical course and deals with the applications of chemistry to modern industrial processes.

Thorp's *Industrial Chemistry* is used as a guide. Credit six semester hours.

11. METALLURGY—An elementary course is offered and will be equivalent to a credit of six semester hours.

Note. Courses 10 and 11 are given alternate years. Course 10 will be offered in 1914-15.

12. INORGANIC PREPARATIONS—This is a laboratory course and will be arranged to suit the requirements of the individual student.

13. RESEARCH.—Students desiring to work out a thesis in this Department will find facilities for work in almost any line. The aim of the Department is to give the student an opportuity to develop a spirit of independence and self-reliance in chemical work.

DEPARTMENT OF PHYSICS AND ELECTRICAL ENGINEERING

A. A. ATKINSON, *Professor*

G. E. MCLAUGHLIN
Instructor in Electrical Engineering and Shops

F. C. LANGENBERG, } *Instructors in Physics*
R. G. WEBBER, }

C. O. WILLIAMSON, *Assistant in Shop Work*

The department has recently acquired new laboratories, and every faculty is at hand for carrying on the work outlined in the course of instruction. Several private laboratories are available to students who desire to pursue advanced laboratory or research work. Many valuable reference works are in the Carnegie and departmental libraries, and the leading periodicals are on file for use by the students.

Courses of Instruction

1. ELEMENTARY PHYSICS—(Class work, 3 hours per week; laboratory, 4 hours per week, throughout the year.)

This course is required in the fourth year of all the preparatory courses. Also those who do not present entrance Physics are required to take this course.

The class work will be conducted chiefly by the recitation method with occasional lectures on the phases of the subject which are the most difficult for beginners.

The laboratory portion consists of about fifty carefully selected experiments to be performed by each student and neatly written up in the laboratory.

2. DESCRIPTIVE PHYSICS—(Class work, 3 hours per week; laboratory, twenty representative experiments performed by each student during the year.)

This course is offered to meet the needs of those who desire to pursue the study of Physics simply to complete a general education or to udertake the subject as a substitute for mathematics. The class work will consist of recitations, supplemented by lectures and reports from the students on special topics. Constant attention will be given in this course to present the subject in such a manner that the laws and principles studied in the class and laboratory work will be brought into the proper relation with the physical phenomena observed in everyday life.

The material for study will be chosen for its instructiveness: because (a) it involves some important scientific principle; (b) it is related to some readily observable phenomena; or (c) it has a practical application in natural, commercial or industrial processes.

Apparatus will be provided for the fullest possible demonstration of each of the subjects considered in the course; but no effort will be made to cover systematically the whole field of Physics.

This course is open to those who had Physics 1, or its equivalent. A knowledge of higher mathematics is not required for its completion, this course being optional with mathematics in the Freshman year.

3. GENERAL PHYSICS—(3 hours per week. Optional in the first semester of the Scientific Course, and continued as elective in the second semester.)

The work will consist of a discussion of the general principles of Physics, including as far as possible, the derivation of the fundamental equation of the subject with the interpretation of their physical meaning and their application to the solution of problems of Physics. Curve plotting and the interpretation of curves will be an important feature. Experimental demonstrations will be provided where the nature of the topic requires it. A minimum of individual laboratory work will be required. Those who have taken Course 2, and wish to obtain a better understanding of the more mathematical phases of the subject, while not desirous of pursuing advanced work in Physics, will find Course 3 well adapted to their needs. Students seeking a B. S. degree are required to take one year's work in Physics; they are advised to take Course 3 in preference to Course 2.

This course is open to those who have had Physics 1, or its equivalent, and who possess an elementary knowledge of trigonometry and chemistry.

4. ADVANCED PHYSICAL MEASUREMENTS—(First semester mechanics, heat, and sound. Class work, 1 hour per week; laboratory, 6 hours per week. Second semester, electricity and light.)

The chief emphasis in this course will be placed on the laboratory work. The class work will discuss the theory of each experiment and interpret the laboratory results. Complete notes will be required containing the development of the theory and outline of the method of each experiment.

This course is open to those who have had Physics 3, or its equivalent, and who possess an elementary knowledge of Analytical Geometry and Calculus. Students should also have a reading knowledge of French and German. Where circumstances seem to justify it, permission may be given for the election of only one-half of this course, either the first or second semester.

5. MOLECULAR PHYSICS—(Offered in the first semester in alternate years with Course 7. Class work, three hours per week.)

The work covered will be the Kinetic Theory, Capillarity, Surface Tension, Elementary Thermodynamics, and Solution.

This course is regularly open to those who have had Physics 3, but may also be taken by those who satisfy the instructor that their previous training is sufficient to undertake the work.

6. ELECTRIC WAVES—(Offered in the second semester in alternate years with Course 8. Class work, 3 hours per week.)

The work will consist of a general discussion of the theory of generation and detection of electric waves and their application to wireless telegraphy.

This course is open to students under the same conditions as Course 5.

7. ELEMENTS OF THERMODYNAMICS—(First semester, offered in alternate years with Course 5. Class work, 3 hours per week.)

The work will be upon the fundamental principles underlying the mechanical theory of heat, and the application of these principles to physical and thermochemical problems.

This course will be open to those who have had Course 3, or is equivalent, and who possess a knowledge of the principles, of Calculus and General Chemistry.

8. LIGHT—(Second semester, offered in alternate years with Course 6. Class work, 3 hours per week.)

This is an advanced course in Physical Optics, and is arranged for those who desire to make a specialty of Physics. This course is open under the same conditions as Course 7.

9. THE PEDAGOGY OF PHYSICS—(First semester, 3 hours per week. This course will be given upon request of a sufficient number of students to justify its being offered.)

This course is designed to meet the needs of those who are teachers, or expect to teach Physics in high schools. The work will consist of lectures and discussions upon the choice of subject matter and methods of presentation best suited to elementry courses in Physics.

Course 9 is open to all who have had the necessary training in Physics to profit by the discussions and lectures given.

10. PHYSICS RESEARCH—(An advanced intensive laboratory course for those who have had Course 4.)

This work will partake more of the character of original investigation of some topic or problem of Physics. The work may be arranged to supplement Physics 4, 5, 6, 7, or 8; but the choice of work and the time devoted to it will rest with the student, in consultation with the head of the department.

If the problem attacked has sufficient merit, the report upon its investigation may be used as the thesis required for the Bachelor's degree.

11. ELECTRICAL LABORATORY (D. C.)—A course of six hours a week in a dynamo labatory in studying the characteristics, regulation and efficiency of direct current machinery. Also lectures once a week. Continued throughout the first semester.

12. ELECTRICAL LABORATORY (A. C.)—Lectures once a week, laboratory four hours a week on alternating current characteristics, regulation, and efficiency; voltage and current curves of alternators and transformers; measurement of polyphase power induction motor and rotary converter tests. Second semester.

Other courses may be chosen as electives from among the Engineering studies by those prepared to profit thereby.

ELECTRICAL ENGINEERING

INTRODUCTION—Ohio University is a State institution, whose free library occupying the new Carnegie Library building, literary societies, musical, scientific, and other organizations offer many advantages to the students. All the regular literary departments of the University are open to engineering students, if they choose to elect any of the general work there offered. The whole atmosphere of college surroundings is beneficial, and constitutes no small advantage over the purely technical school. In Ohio University small classes, usually ten to forty, and attention to individual students, are advantages that can not be overestimated.

The following work offered in Electrical Engineering is looked upon as electives in applied Physics, so arranged as to be consecutive, and to have both an educational and a practical value to the student. Ohio University makes no pretense of being an engineering school, but does offer exceptional advantages to students to become thinking men, capable of the highest success in any line of endeavor.

EQUIPMENT—The University possesses an incandescent lighting and power plant, used for lighting the buildings and furnishing power to the laboratories and shops, providing the students practical training in construction, operation, and care of electrical machinery. Both direct and alternating currents are used, and very extensive additions to the electrical equipment are now being made. Science Hall, newly constructed, was first occupied at the opening of the college year, 1912-13. This is a four story structure of red pressed brick, 79 feet by 124 feet, costing complete, ready for work, about $120,000. The Department of physics and Electrical Engineering occupies the first two floors. These will provide recitation rooms and offices for the instructors in the departments; a large laboratory for general Physics, with two dark rooms, and apparatus room attached; laboratories for the various advanced courses in Physics, with the necessary weighing rooms and apparatus rooms; a laboratory for electrical measurements, with apparatus and weighing rooms; a dynamo, motor and transformer laboratory; a photometric laboratory, a storage battery room, high temperature laboratory, unpacking room, storage rooms, several small research laboratories, a calibrating laboratory and a constant temperature laboratory; also a drafting room, photographic dark room, laboratory shop, high frequency and wireless laboratory, private laboratories, and a departmental library and reading room.

The Department equipment includes also the college power plant, a gas engine plant and general shops. Students are thus afforded practical work in steam and gas engineering; testing and valve-setting; tests of various kinds on A. C. and D. C. motors, generators and measuring instruments; tests of transformers and rotary converters. There are in the laboratories a number and variety of measuring and test instruments, ammeters, voltmeters, wattmeters, tachometers, potentiometers, electro-dynameters, portable testing sets, wheatstone bridges, sechometers, conductivity bridges, and galvanometers. There are also standard instruments of various types for calibrating purposes. Our shop facilities have also been improved both by the addition of a large room and a great deal of new machinery

What was formerly the gymnasium floor has been converted into additional shop room, and equipped with wood-working benches; wood-working lathes driven by motors; band saw, shaper, circular-saw, and jointer, all motor driven. The machine lathes, drills, grinders, and other machinery in the older section of the shop are also driven by electric power.

REFERENCES—Students in the Engineering department find on file for ready reference a large number of technical periodicals, such as the Electrical World, General Electric Review, Electric Journal, Street Railway Journal, Engineering Magazine, Power, Scientific American, Scientific American Supplement, Proceedings of American Institute of Electrical Engineers, Transactions of the Illuminating Engineering Society, Science, Physical Review, Electrical Engineering, Bulletins of the General Electric and the Westinghouse Companies, Publications of the Bureau of Standards, Publications of the Bureau of Mines, Engineering News, Engineering Record, Mines and Minerals, Journal of the Western Society of Engineers, Reports of the State Engineering Societies, Cement, Railway Gazette, Journal of the Franklin Institute, Electro-

Chemical and Metallurgical Industry, Journal of the Chemical Industry, Die Zeitschriftfur den physikalischen und chemischen Unterricht. Besides the Department library which is available to students taking these courses, the Carnegie library is also open for use each day and four evenings a week.

REQUIREMENTS—All work scheduled in Electrical Engineering can be taken as elective by students pursuing the course leading to the degree of Bachelor of Science. There is optional substitution of modern language for Latin. See courses of study of the State Preparatory School given elsewhere. Graduates of first grade high schools will be able to enter the first year of the course without condition.

A diploma from the first grade high school, or its equivalent, is now required for admission to this course. It is urgently recommended that the complete four-year course following the combined Scientific and Engineering course outlined below be taken, or if the engineering studies are first completed in two years, the rest of the scientific work arranged for engineers may be completed in two more years. The degree of B. S. will then be given.

If the Short Course with the auxiliary studies is fully completed, a certificate will be issued showing the character of the work done. The courses are subject to such changes from time to time as conditions require, and as the proper treatment of such studies makes necessary.

SCIENTIFIC COURSE WITH ELECTIVES IN ENGINEERING

First Year

FIRST SEMESTER—English Compos., 2; Mathematics, 3; German, 3; Descriptive Geometry, 3; Chemistry, 4; Shop, (4 hours a week), 1.

SECOND SEMESTER—English Compos., 2; Mathematics, 3; German, 3; Descriptive Geometry, 3; Chemistry, 4; Steam Engineering, 2; Shop (4 hours a week)., 1.

Second Year

FIRST SEMESTER—Survey of Eng. Literature, 3; Analytics and Calculus, 3; Scientific German, 2; Economics, 3; Physics, 3; Mechanical Drawing, 2; Shop (4 hours a week), 1.

SECOND SEMESTER—Calculus, 3; Scientific German, 2; Physics, 3; Commercial Law, 3; Mechanical Drawing, 2; Shop (4 hours a week), 1.

Third Year

FIRST SEMESTER—Electrical Engineering, 4; Applied Calculus, or Advanced Chemistry, 3; Geology, 3; Mechanical Drawing, 2; Station Practice (4 hours a week), 1.

SECOND SEMESTER—Electrical Engineering, 3; Applied Calculus or Advanced Chemistry, 3; Electrical and Magnetic Calculations, 2; Surveying, 4; Mechanical Drawing, 1; Station Practice (4 hours a week), 1.

Fourth Year

FIRST SEMESTER—Electrical Engineering, 3; Electrical Laboratory, 3; Gas Engines, 2; Electrical Measurements, 2; Thesis, 3; Station Practice (4 hours a week), 1.

SECOND SEMESTER—Electrical Engineering, 3; Electrical Laboratory, 3; Hydraulics, 3; Thesis, 4; Station Practice (4 hours a week), 1.

The completion of the above course entitles the student to the degree of Bachelor of Science and a certificate testifying to his completion of the engineering work contained in it.

SHORT COURSE

For those who are unable for any reason to undertake the above complete course, the following short course is provided, the completion of which entitles the student to a certificate testifying to the character of the work done.

First Year

FIRST SEMESTER—English, 2; Electrical Engineer, (D. C.), 4; Descriptive Geometry, 3; Mathematics, 3; Mechanical Drawing, 2; Shop (4 hours a week), 1, Station Practice (4 hours a week), 1.

SECOND SEMESTER—English, 2; Electrical Engineering (D. C.), 3; Descriptive Geometry, 2; Mathematics, 3; Electrical and Magnetic Calculations, 2; Steam Engineering, 2; Mechanical Drawing, 1; Shop (4 hours a week), 1; Station (4 hours a week), 1

Second Year

FIRST SEMESTER—Electrical Engineering (A. C.), 3; Dynamo Laboratory, 3; Gas Engines, 2; Electrical Measurements, 2; Analytics and Calculus, 3; Mechanical Drawing, 1; Shop (4 hours a week), 1; Station Practice (4 hours a week), 1

SECOND SEMESTER—Electrical Engineering (A. C.), 3; Dynamo Laboratory, 2; Commerical Law, 3; Calculus, 3; Surveying, 4; Mechanical Drawing, 1; Shop (4 hours a week), 1. Station Practice (4 hours a week), 1.

SCHOOL OF COMMERCE

Faculty*

ALSTON ELLIS, Ph. D., LL. D.,
President

CHARLES M. COPELAND, B. Ped.,
Director and Professor of Accounting and Commercial Law.

MINNIE FOSTER DEAN,
Instructor in Stenography

GEORGE C. PARKS, Ph. B.,
Assistant in Commercial Branches

GRACE MARIE JUNOD, Ph. B.,
Instructor in Typewriting

Ohio University began, in 1893, to offer courses in commercial studies. The increasing demand for this kind of work justified the establishment and equipment of a separate department in 1899, with a course of study consisting largely of commercial branches and some required work in English and History. This arrangement gave the regular students of the University an opportunity to elect this work as part of their college course, and it is gratifying to note that many have improved the opportunity. These and the special students who had a good preparatory training were greatly benefited and those who desired it have had no trouble in finding employment. But the greater part of the special students with meager preparation were poorly equipped for a successful business career, even after they had made a good record in their commercial studies.

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*The required work in English, History, Economics, Education, Psychology, Science, and Modern Language is taken in the regular University classes.

As a result of this observation the entrance requirements and the courses of study, for students desiring to take commercial work, were gradually extended until 1909, when conditions justified the organization of a School of Commerce with two courses of study, each including two years or 60 semester hours of collegiate work as outlined elswhere in this catalogue.

Students in the School of Commerce have the same privileges in the University library, reading room, literary societies, and gymnasium as regular students, and may enter any of the preparatory or collegiate classes without extra charge. Commodious rooms in Ewing Hall have been well equipped for this work. The commission, wholesale and retail officers and the bank, in the office department, are well arranged for instruction purposes. Here students receive the training that comes from filling the principal as well as the subordinate positions in such offices. In the bank they pass from the work of collection clerk to that of bookkeeper, teller, and cashier; in the railroad office, they are agent and clerk; in the commission office, receiving clerk, shipping clerk, bookkeeper, and manager; in the wholesale office, shipping clerk, bookkeeper, and manager.

ADMISSION—The requirements for entrance to either course in the School of Commerce are the same as the requirements for entrance to the Freshman class of the University, namely, fifteen units of secondary credit. Graduates of high schools of the first class are usually able to enter without condition. Sudents who have not the necessary amount of entrance credit may make it up in the State Preparatory School.

DIPLOMAS AND COLLEGE CREDIT—Diplomas will be granted to those who complete either course in the School of Commerce. Students in the degree courses of the University may take part of their elective work in the School of Commerce, and in this way they may, in four years, obtain both a degree and a diploma in the course in commerce.

DEGREE COURSE FOR GRADUATES—Graduates in either of the two-year courses in the School of Commerce must have at least 60 semester hours of college credit. Upon the completion of 60 additional semester hours of college work, outlined by the Dean of the College of Liberal Arts, graduates of the Commercial Course will be granted the A. B. or B. S. degree, provided that at least 45 of such additional hours have been done in the required work of the course leading to the degree to be conferred. Upon the completion of 60 additional semester hours of college work, outlined by the Dean of the State Normal College, Graduates of the Teachers' Course in Stenography will be granted the degree of Bachelor of Science in Education, provided that at least 45 of such additional hours have been done in the required work of the course leading to said degree and that in the entire course not less than 30 semester hours in professional subjects have been taken.

SPECIAL STUDENTS IN ACCOUNTING AND STENOGRAPHY—Persons wishing to take only Bookkeeping and Stenography will be admitted as special students. Certificates showing the nature of the work done and signed by the President of the University and Director of the School will be issued to students who complete a year's work in Accounting or Stenography and have credit for the English, History, and Civics required in the first preparatory year. Good Penmanship will be required of those who receive the certificate for Accounting.

FEES—All students pay a registration fee of $9.00 per semester. Besides this, there is an extra fee of $6.00 per semester for Stenography and Typewriting. The fee for Typewriting alone is $3.00 per semester. A fee for the diploma is $5.00 and for a certificate $1.50.

POSITIONS—The University does not guarantee positions to graduates in any course. However, only a small number of those who make a good record in work and conduct have trouble in finding desirable employment. The management of the School of Commerce has always taken much interest in recommending students to places which they can fill, and no school in the country can show a larger percentage of its graduates at profitable employment. On account of the limited scholarship required in the average commercial school, its product is not in favor with progressive business men. A general culture, as well as a knowledge of commercial branches, is demanded of those who seek important positions. Such a course as the one outlined in this catalogue will meet the approval of those who are looking for competent help, and the young man or woman of good character who completes it will be in demand.

COMMERCIAL TEACHERS—High schools of all grades are organizing commercial courses. This creates a demand for competent teachers of commercial branches. The competition for these places is not strong, for many of those who are acquainted with the subjects to be taught are not eligible to high school positions on account of limited education or a lack of experience in teaching. Teachers who have had successful experience would do well to consider the commercial courses of this institution with a view to high school work. While pursuing this course they would have an excellent opportunity to study Methods in Teaching in the classes of the State Normal College of the University.

DESCRIPTION OF WORK

Those studies in the courses which are not described below are outlined under the head of the department to which they belong.

1. ACCOUNTING 1—Four recitations per week are offered in each semester. This course is for beginners in accounting and is planned to give the student an understanding of the fundamental principles of the science. By numerous drills and problems students are made acquainted with a variety of account books used in retailing and wholesaling and with the business papers connected with the transactions proposed for entry.

ACCOUNTING Ia—Two recitations per week in each semester. This course, with slight modification, is the first half of Accounting I and is offered for the accommodation of those students in other departments who wish to get some knowledge of accounts but who do not have time to take the four-hour course.

2. ACCOUNTING II—Four recitations per week, are offered in the second semester. This course is open to those who have had Accounting I. It deals with the modern systems used in the more complex forms of business, such as banking, commission and manufacturing. An important feature of this course is the work in the railroad, commission, and wholesale offices and in the bank by which the student is brought into actual business relations with the students of this and other schools through a great variety of transactions.

ACCOUNTING III—Two recitations per week in the first semester and open to students who have had Accounting I and II. The course is both theoretical and practical and deals with such questions as reserves, the sinking fund, deficiency, cost accounting, final statements, auditing, partnership settlements, and reorganizations.

3. COMMERCIAL LAW—Three recitations per week in the second semester. This work deals in a general way with the subjects of contracts, agency, partnership, corporations, sales, and negotiable paper, and is intended to give students a practical acquaintance with the fundamental principles of each. Considerable time will be spent in studying actual cases and in drawing business papers.

4. NEGOTIABLE CONTRACTS—Two recitations per week in the first semester and open to those who have had Commercial Law. The Uniform Negotiable Instruments Law is used as a text in this course.

5. CORPORATION ACCOUNTING AND LAW—Two recitations per week in first semester and open to those who have had Accounting I. This course deals with the law and accounting connected with the organization, financing, management, dissolution, and re-organization of corporations.

6. CORPORATION FINANCE—Two recitations per week in second semester and open to those who have had Corporation Accounting and Law. A study is made of the movement toward combination of enterprises and large aggregations of capital. Cause, method, and effect are considered with a view to giving the student a proper attitude toward this important question.

7. ACCOUNTING PROBLEMS AND SYSTEMS—Two recitations per week in the second semester and open to those who have had a year of Accounting. In this course systems for various businesses will be devised, criticised, and compared, and the principles of accounting will be applied to the solution of a number of difficult problems, Considerable attention will be given to Cost Accounting.

8. COMMERCIAL SEMINAR—One recitation per week throughout the year and open to students who have had Theory of Account and Commercial Law. The Banker's Magazine, Journal of Accountancy, and articles on commercial subjects in other magazines will form the basis of this work.

9. MONEY AND BANKING—Two recitations per week in the second semester. This course consists of a study of the origin, use, and history of money as a medium of exchange with special reference to the financial history of the United States.

It includes a study of the history, utility and functions of banks, and particularly of those governed by the National Banking Act.

10. INDUSTRIAL AND COMMERCIAL GEOGRAPHY—Two recitations per week in the first semester. The rapid expansion of our domestic and foreign commerce has made it necessary for the modern business man to inform himself as to the various natural and manufactured products which are bought and sold in the world's markets.

In this work a study is made of commercial conditions as they are found in various parts of the world as the result of certain physical and political influences, of the products of man's industries and commerce, and of the conditions of interdependence existing among different parts of the civilized world.

INDUSTRIAL HISTORY OF THE UNITED STATES—A study is made of the growth and development of the industries and commerce of the country and particularly as found to be influenced by our tariff bills, banking systems and the different wars in which the nation has engaged. The subject of conservation is given special attention. Two hours, first semester

STENOGRAPHY I AND II—Designed for students who wish to fit themselves for amanuensis work. Students are prepared to take from dictation commercial correspondence and different forms of legal papers, including contracts, conveyances, wills, and court pleadings. The notes are transcribed on the typewriter and a high standard of neatness and accuracy is maintained. As soon as they are able to do so students are required to take dictation for an hour a day from the phonograph. Four hours of credit.

STENOGRAPHY III AND IV REQUIRED IN TEACHERS' COURSE—This course is intended to prepare students to teach Stenography, and is open to all who have completed Stenography I and II. After a careful review of the fundamental principles of outline formation as used in "Amanuensis" shorthand, a thorough study is made of the underlying science of phonetics and of the theory of abbreviation as applied to "Reporting" shorthand. The "Reporter's Companion" will be used as a text. A thorough knowledge of the principles of outline construction, together with a steady advance in note-taking speed, is the aim of this course.

In view of the great demand made by the High Schools of the country for trained teachers of Commercial Branches, the attention of those taking the Four-Year Normal College Course is especially directed to the Teachers' Course in Stenography. An opportunity is here given to specialize along this line in the Junior and Senior years, the credit (total not to exceed fifteen semester hours) applying toward the degree of Bachelor of Science in Education.

STENOGRAPHY IIIa AND IVa—Advanced Amanuensis Course. Open to those who have completed Stenography I and II. The purpose of this course is to increase the student's accuracy and speed in the taking and transcribing of his notes, and to this end constant and varied dictation, by voice and phonograph, is given, accompanied by careful criticism of shorthand notes and transcripts. Material for this course is drawn from Eldridge's "Dictation Exercises," newspaper editorials, magazine articles, business letters, legal papers, etc.

Those looking to reporting as a profession and those wishing to qualify under Civil Service or prepare for other clerical positions, should take this course.

AMANUENSIS WORK I AND II—Practice in transcribing from notes matter of difficult and complicated character. Two hours of credit. (N. C.)

TYPEWRITING AND COMPOSITION I—The student's first efforts are directed toward acquiring a command of the keyboard by the touch method. This is followed by extensive practice in copying correct business papers, neatness and accuracy being insisted upon from the beginning. A text in the hands of the students is made the basis of a careful study of the principles of composition, and such work is done as will require the application of these principles. Three recitations per week.

Students taking this course are expected to practice one (1) hour per day on the typewriter in addition to the hours of class work. Two hours of credit.

TYPEWRITING AND COMPOSITION II—The text in composition begun in I is completed in II, and is followed by a course in letter writing in which the students carry on, from data furnised, the correspondence of one or more business firms. In this connection thorough training is given in tabulating, manifolding, filing, mimeographing, etc. Three recitations per week.

Students taking this course are expected to practice one (1) hour per day on the typewriter in addition to the hours of class work. Two hours credit.

The typewriter room is amply supplied with new standard machines and tabulators, and is equipped with mimeograph, letter-press electric phonograph, and all modern, up-to-date office appliances pertaining to this work.

Beginning classes are formed each term.

PENMANSHIP—Students in the commercial course who do not write a good hand are required to take regular instruction. The modern business man demands of his bookkeeper or clerk, the ability to write rapidly and legibly. Movement is the foundation of penmanship.

The constant aim in all exercises given is to develop plain writing with an easy, rapid movement.

COMMERCIAL COURSE

FIRST YEAR

FIRST SEMESTER		SECOND SEMESTER	
Accounting I	4	Accounting II	4
American History	3	American History	3
English Composition	2	English Composition	2
Modern Language	3	Modern Language	3
Political Economy	3	Commercial Law	3

SECOND YEAR

FIRST SEMESTER		SECOND SEMESTER	
Accounting III	2	Money and Banking	2
Commercial and Indus. Geog.	2	Modern Language	3
Negotiable Contracts	2	English	3
Modern Language	3	Commercial Seminar	1
Commercial Seminar	1	Accounting Problems and Systems	2
Industrial History of U. S. or Public Speaking	2	Corporation Finance	2
Corporation Accounting and Law	3	Advanced Economics or Constitutional Law	2

Students wishing to take Stenography I and II and Typewriting and Composition I and II will be permitted to make substitution in second year, subject to the approval of the Director of the School of Commerce.

TEACHERS' COURSE IN STENOGRAPHY

FIRST YEAR

FIRST SEMESTER		SECOND SEMESTER	
Stenography I	4	Stenography II	4
Typewriting and Composition	2	Typewriting and Composition	2
English Composition	2	English Composition	2
Introductory Psychology	3	Theory and Practice	3
American Poetry	3	English Poetry	3

SECOND YEAR

FIRST SEMESTER		SECOND SEMESTER	
Stenography III	3	Stenography IV	3
Phonetics and Theory of Abbreviations	2	Amanuensis Work and Teaching	2
Secondary Course of Study	2	School Management and School Law	2
Accounting I	4	Accounting II	4
Principles of Education	3	Sociology	3

In addition to the above, four semester hours must be elected in the two years.

Substitutions in the Commercial Course and in the Teachers' Course in Stenography, not otherwise provided for, may be made upon the consent of the Committee on Registration.

The Course leading to the degree of Bachelor in the Science of Education in Commerce is outlined along with the courses offered in the State Normal College.

COLLEGE OF MUSIC

Faculty

ALSTON ELLIS, Ph. D., LL. D.
President

ALEXANDER S. THOMPSON, Mus. D., Director,
Voice and Advanced Theory.

SIROUHEE T. ARPEE, B. A.,
Advanced Piano.

ALLEN R. KRESGE,
Piano, Organ and Harmony.

BESSIE IRENE DRIGGS,
Piano.

NELLIE H. VAN VORHES,
Preparatory Piano.

MRS. CLARA D. THOMPSON,
Advanced Voice.

HELEN FLOWERS LOTT, B. A.,
Voice.

HELEN FALLOON,
Voice

JOHN NEWMAN HIZEY,
Violin.

EUGENIA MAY LISTON,
Public School Music.

The College of Music is a well recognized Department of the University. It is essentially a school of musical learning. It stands for high ideals and strives by means of thorough training to develop to highest stage of artistic capability all those possessing musical talent.

From the experience of all who have been observant of those matters it is proved that the natural place for a college of music is among the older colleges of an university. The close affinity existing between literature and the arts justifies the statement that only in such surroundings as these can the student of music acquire that familiarity with language, literature, history, etc., as will make him a musician worthy of his art.

Music requires much special study; and a full and well trained mind must be brought to bear upon the interpretation of the master works which have been produced by those intellectual giants among both the ancients and the moderns of musical history. He who does not know musical history and literature cannot grasp the full meaning of the great tone works, the study of which is required in a thorough musical course.

This being a College of the University, its students are given the opportunity to aquire a liberal education, which is necessary for the complete rounding of a musical course. Too much stress cannot be laid npon the advantage of the intimate association with a great seat of learning, having its libraries, laboratories, lectures, and classes in all the varied departments of liberal education.

The College is well equipped for the special work it offers. The rooms it occupies are well adapted for the purpose for which they are used.

All grades of instruction are given from the beginning to the most advanced ideas in interpretation.

Complete courses are offered in Pianoforte, Pipe Organ, Voice, Harmony, Counterpoint, Canon, Fugue, Analytical Harmony and form, Composition and Musical History. Other courses are offered in Ensemble Music, Sight Reading, Chorus Singing, Choir and Band Practice.

All of the recitals by students and the recitals and lectures given by the instructors are free to all of the music students.

From time to time great musical artists will be heard at the University. For these entertainments a charge will be made, and all musical students are expected to attend.

Entrance Requirements

The requirements for admission to the advanced classes in the College of Music are the same as those for admission to the

Freshman class of the University, with these exceptions; that modern languages may be substituted for Latin, and that additional units in history, English, or in languages may be substituted for the advanced mathematical work required.

The College of Music admits the following classes of students viz: College Music students who have met the full entrance requirements for admission to the freshman class of the University as already noted, and take no less than six hours of University work in addition to the required work in Music, leading either to a Diploma or Degree; University students following other courses, who take music in addition; also those persons who desire to take advantage of the opportunity to receive first class musical instruction without desiring to graduate, such students being designated as Special Music students.

Regulations

No student can be classified in the college music grade, who is not pursuing theoretical study, excepting in the case of those, who have completed the required theoretical work.

Students in the second year of Public School Music are required to attend Choral Society unless excused by the director.

All vocal students in the College of Music are required to attend Choral Society, if sufficiently advanced to do so.

All violin students classified in the College grade must play in the College orchestra, unless excused by the violin instructor.

All College music students should consult with the director as adviser in his course each semester.

Promotion from one year to the next in course will be determined by tests drawn from the material outlined in the course. In piano, the playing of scales, certain studies or pieces; in violin, scales, studies or pieces; in voice, the ability to solfa or sing at sight will always be considered, and the singing of certain vocalises and selections will be included in the tests, which will be selected by the teacher in charge of the study. The examinations will be conducted in the presence of the director or faculty of the College of Music.

Membership in either the Girls' or Men's Glee Club is attained through examination by the conductor of each club.

Diploma

A diploma is granted by the Trustees of Ohio University to those who have completed the first three years of work outlined in the Advanced Course in piano, voice, violin or organ to the satisfaction of the faculty in music, two years of harmony, one year of musical history, one year in interpretation and form (psychology of music) as well as the required liberal arts studies. Those finishing the course in voice and violin must have had at least one year of piano.

Degrees

The degree of Bachelor of Music is granted by the Trustees of Ohio University to those who complete the full four years of study outlined in the Advanced Course in piano, voice, violin and organ, the four years theoretical course and the required liberal arts studies. Candidates for this degree, besides their special solo work, are expected to be able to transpose at sight reasonably well pieces or songs of moderate difficulty, play in open vocal score fairly and arrange for orchestra.

The degree of Bachelor of Education in Music is granted to those completing the course outlined in the Normal College catalogue, which includes the advanced theoretical courses of interpretation and form and instrumentation in the College of Music. Candidates for this degree must be able to solfa at sight any of the Concone or similar vocal studies, making the proper changes of syllable to suit the key, and be able to solfa any standard solo including those of Handel; also arrange for orchestra and band.

COURSES OF STUDY

Theory

Harmony

Text-book, Goetschins. The Material used in Musical Composition.

FIRST SEMESTER. Keys, scales, and signatures; intervals, the triads, cord connection, simple part writing, and keyboard work.

Harmonizing basses, inversions, chords of the sixth, melody writing, keyboard work and ear training. Two hours a week.

SECOND SEMESTER. Chords of the sixth continued, Chords of the seventh and their inversions. Chords of the ninth. Other discords. Two hours a week.

THIRD SEMESTER. Harmonization of Melodies. Modulation. Altered and Mixed Chords. Two hours a week.

FOURTH SEMESTER. Suspensions, Retardations and Organ Point. Diminished Sevenths and Analytical Harmony. Two hours a week.

FIFTH SEMESTER. Single Counterpoint in all species including florid in two, three and four parts. Sir Frederick Bridge's and Dr. Francis D. Gladstone's Counterpoint used. Three hours a week.

SIXTH SEMESTER. Single Counterpoint continued. Double Counterpoint, Canon and Fugue. Rules of fugal composition must be well mastered in this course. Richter's Double Counterpoint and Fugue and Higgs on Fugue are used. Three hours a week.

SEVENTH AND EIGHTH SEMESTER. Interpretation and Form. The lectures include the psychology of rhythm with its application to conducting and interpretation generally, the psychology of tone, color, harmony, melody, emotional expression, form and memory; the appreciation and interpretation of standard works in voice and piano: Messiah, Elijah, St. Paul, etc., and notable piano works by Beethoven, Chopin, Schumann and other authors, constituting a general review of the standard repertoire, a discussion of form and expression in the light of psychology and principles of interpretation.

SEVENTH AND EIGHTH SEMESTER. Study of Instrumentation. A study of the main orchestral instruments and the manner of writing for them. Arranging for string instruments in score. Arranging for woodwind in score. Arranging for brass band in score. Arranging for full orchestra. Ebenezer Prout's "Instrumentation," Berlioz's "Instrumentation" and Clappe's "The Wind Band" and its Instruments, are the Textbooks employed.

History of Music

General history, development and influence of music among ancient peoples. Early Christian music. Polyphonic music.

Various schools of polyphonic music. The rise of dramatic and instrumental music, and the development of the various musical instruments.

The development of the Opera and Oratorio. The Romanticists. Modern music and musicians.

The above course can readily be accomplished in one year with two recitations a week.

The work of this course is illustrated by Pianola or actual performance in voice or piano by members of the faculty and students in recitals arranged for the class.

Text-book, Musical History by W. S. B. Mathews.

Piano

The course in this department is intended to meet the varying needs of individual pupils, with the idea of furnishing a comprehensive, rather than a rigid, inelastic training in pianoforte technic. While the acquirement of finger dexterity is necessary, the value and importance of the mental training to be obtained from the study of music is emphasized and the course is expected to make apparent the advantage of a broad musical education.

Preparatory Course

The preparatory course is sufficiently simple to include beginners. Only a general outline follows. The necessary studies are selected from Tapper's First Piano book, Kohler op 157, 151, 190 and 50, Kohler's Klavier Schule, Damm Method, Duvernoy op 176, The easier studies in Velocity Gurlitt op 83, or School of Velocity for beginners Gurlitt op 141, Bertini, Loeschhorn, Concone op 24, and Czerny School of Velocity book 1. All the major and minor scales and major and minor chords as given in Wieck must be played from memory. Selections from Sonatinen Album.

The teacher will select from these the necessary studies to advance the student to the point required for entrance to the College of Music. The playing of the major and minor scales and chords from memory and well played selections from the sonatinas of Clementi and Kuhlau or the modern composers indicate the range of finished study of this point.

Advanced Course

FIRST YEAR. Major and Minor Scales in Tenths and Thirds or Pischna's 60 Progressive Exercises or Phillip's Complete school of Technic; Cramer's Studies or Czerny op 740; Selections from Hydnand Mozart Sonatas, Mendelssohn's Songs without Words and Bach's Three Part Inventions. Pieces selected from Bohm, Thome, Godard, Lebierre, Sapelnikoff, MacDowell, or easy pieces by Grieg or suitable novelties American or foreign.

SECOND YEAR. Major and Minor Scales in Double Thirds. Pischna and Phillip's School continued; Low's Octaves Studies; Beethoven's op 26 in A flat and op 27 Nol; Stephen Heller, Tarentelle, Legende dela Foret, Hunting Song op 86, No 3; Selections from Chopin's easier Preludes and Valses; Godard's Barcarolle or Grieg's more difficult pieces; Selections from Scharwenka Finger Exercises op 77 or Clementi's Gradus ad Parnassum.

THIRD YEAR. Moscheles Preludes op 73, Von Wilm, Suite No 1, Pachulski Prelude in F minor, Leschetizky, Arabesque en formed Etude and Tarantella; Selections from Bach's well Tempered Clavichord; Scharwenka's Octaves or Kullaks Octaves; Selections from Beethoven's Sonatas the op 57 and others; Hensest Etudes or Chopin Etudes selected; Chopin's Ballade in A flat or G minor and Scherzo in B flat minor; or Schumann, Sinding and others.

FOURTH YEAR. Chopin's Etudes continued also Beethoven Sonatas; Chopin's Polonaise in A Flat; Wagner-Liszt Spinning Song from Flying Dutchman, Liszt, Gnomen Reigen, Le Rossignol, Rhapsodies 6, 8, 12 and 13; Brahm's Rhapsodie in B minor. Concertos by Mendelssohn, Grieg or Beethoven.

(Familiarity with the contents of this list required. A programme selected from this list to be played at close of the course.)

Voice

The aim of this course is to develop, through deep breathing properly applied to voice placement, that full, resonant tone which has always characterized the artists trained in the Italian school, to attain a clear enunciation, a keener appreciation of the subtler meanings of the verbal text and an understanding of the foundational principles underlying all musical interpretation to the end that the singing may be distinguished by musicianly, scholarly qualities and deep human sympathy.

Preparatory Course

Breathing and voice placing exercises; sustained tones and scale work according to the Italian method as taught by Sims Reeves, of London, England and Vannucini of Florence, Italy. Concone's Fifty Lessons; Concone's Forty Lessons for Bass; Marchesi's Exercises, op. 1, First Part: Vaccai's Studies.

Advanced Course

FIRST YEAR. Voice placing exercises continued; scales, sustained notes, and articulation exercises; Concone's Twenty-five Lessons; Marchesi's Studies or Lutgen; Songs by American composers, Denza, Cowen, Gastaldon, Jensen, Grieg, Mendelssohn.

SECOND YEAR. Voice placing exercises continued; scales, etc., Marchesi's Studies; Concone's Fifteen Lessons; selections from Schubert's and Schumann's Songs; songs of Del Acqua Bullard, Buzza-Peccia, Buck, d'Hardelot, Von Fielitz, Gounod, Haydn or others. Handelian airs from oratorios begun.

THIRD YEAR. Advanced studies and exercises; solos from the oratorios and operas; Handel's Messiah solos and recitatives, "Let the bright Seraphim" and "O had I Jubal's Lyre"; Haydn's Creation solos and recitatives; Rossini's Stabat Matter solos and quartettes; songs or airs by the modern Italian or French composers.

FOURTH YEAR. Review of Handelian, Haydn, and Mendelssohn arias and recitatives; Beethoven's Adelaide or air from Fidelio; Meyerbeer's "Ihr Baal's Priester;" Wolf, Strauss, Franz, Brahms and Liszt songs; Wagnerian and other opera solos.

Pipe Organ

It is desirable that a student should have had a thorough course in piano finger technic, and have taken at least a year of Harmony as a prerequisite. As natural adaptation for the organ plays a great part in the student's progress on organ an outline only of the work is given.

The course comprises simple exercises for developing correctness and fluency in pedal playing: Stainer's Organ, Nillson's A System of Technical Studies in Pedal Playing; Bach's Studies in Pedal Phrasing; Thayer's Pedal Studies; Works of Bach and the Modern French School; also Mendelssohn, Rheinberger, etc.

Violin

The aim in this course is to develop players of fine quality and to develop executive and interpretive power in the highest degree.

Preparatory Course

Hohmann's Violin School books I and II; Schradieck's Finger Exercises; Sitt op. 32 book I; Kayser op. 20 book I; Hoffman op. 25 book I; Studies by Boehmer op. 54; Pieces by Sitt, Bohm, Dancla, Hauser, etc.

Advanced Courses

FIRST YEAR. Hohmann's Violin School continued; Schradieck School of Technic; Dont op. 20; Sevcik op. I, part I; Special Studies by Mazas, op. 36, book I; Schradieck's Scales; Pieces by Sitt, Hauser, Hille, Bohm, Alard, etc.

SECOND YEAR. Mazas op. 36, book II; Sitt op. 69, book I; Kreutzer 40 Etudes; Two and Three Octave Scale Studies and broken chords by Sitt; Caprices by Rovelli; Pieces of similar difficulty.

THIRD YEAR. 36 Caprices by Fiorillo; Sitt op. 69, book 2; Rode, 24 Caprices; Dancla op. 73; 20 Brilliant and Characteristic studies; Pieces by Hubay, Wieniawski, Dvorak, Ambrosio, Kreisler, etc., Concertos by Rode, De Beriot, David, etc.

FOURTH YEAR. Etudes by Gaviniez; Sitt op. 30, 12 Great Etudes; Dont op. 35; Gradus ad Parnassum; Bach's Sonatas for violin solo; Concertos by Wieniawski, Bruch, Mendelssohn, etc.

CHORAL SOCIETY

Besides the two glee clubs a good Choral Society is maintained under the conductorship of the director of the College of Music. The following are some of the choral works that have been sung in the history of this organization: Creation, Messiah, Elijah, Samson and Delilah, Stabat Mater; among the artists that have appeared have been the following: Evan Williams, Mme. Schumann Heink, Edward Strong, Herbert Witherspoon, John Siefert, David Dunbar, Douglas Powell, Miss Barbara Waite, Mesdames Evelyn Scotney and Helen Mudge; the Pasmore trio and Russian orchestra have also been heard.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF MUSIC

Freshman Year

FIRST SEMESTER		SECOND SEMESTER	
Piano, or Voice, or Violin, or Organ	4	Piano, or Voice, or Violin, or Organ	4
Harmony	2	Harmony	2
Musical History	2	Musical History	2
German	5	German	5
or French	4	or French	4
English Composition	2	English Composition	2

Sophomore Year

Piano, or Voice, or Violin or Organ	4	Piano, or Voice, or Violin, or Organ	4
Harmony	2	Harmony	2
German	4	German	4
or French	3	or French	3
Survey of English Lit	3	Survey of English Lit	3
European History	3	Medieval Civilization	2
European History preferred or Ancient Civilization	2		

Junior Year

Piano, or Voice, or Violin, or Organ	4	Piano, or Voice, or Violin, or Organ	4
Counterpoint	3	Counterpoint	3
German or French	2	German or French	2
Psychology	3	Psychology	3
Philosophy of Aesthetics	2	Modern Drama	2
		or Philosophy of Religion	2

Senior Year

Piano, or Voice, or Violin, or Organ	4	Piano, or Voice, or Violin, or Organ	4
Interpretation and Form	3	Interpretation and Form	3
Instrumentation	3	Instrumentation	3
German or French	2	German or French	2
Science of Education or Philosophy or Logic	3	Science of Education or Philosophy or Logic	3

PUBLIC SCHOOL MUSIC

MISS LISTON, *Instructor*

The aim of this Department is two-fold. First—a general study of the rudiments of music, for grade teachers. This work is required of all students taking the regular Elementary Course in the Normal College. The purpose of this is to acquaint the teacher with a sufficient knowledge of music that he may be able to carry on the work intelligently under the direction of a supervisor, or if necessary, to give such instruction himself.

One year's work is required. The first half of each semester is given to a study of the underlying principles of all the technical difficulties of music as found in the public-school course of eight years. In the second half of each semester, the professional side of the subject is considered as thoroughly as possible with attention to practical methods as needed in schoolroom teaching.

The second aim—a comprehensive study of music for those who wish to become supervisors. All students completing this special course will receive a diploma. Sufficient time to earn this diploma is given. Admission is based upon graduation from a high school of the first grade. Students who have sufficient scholastic preparation may take work in the State Preparatory School.

For those without much previous knowledge of music, two years will be required to complete the course, but those who have some knowledge of the piano and voice may be able to complete the course in less time.

The following is a brief description of the work offered in this Department toward the completing of this course.

SIGHT SINGING—Individual and class drill in singing at sight, without accompaniment, melodies in all major and minor keys. An intelligent study of rhythm, phrasing and expression.

EAR TRAINING—Systematically graded exercises to quicken the musical hearing. Oral and written reproduction of melodies in all keys.

CHORUS—A series of practical lessons in the study of material suitable for use in High School and Upper Grammar Grades.

The possibilities of the school chorus investigated. Use of the baton as a dignified means of keeping chorus together. Each member of class taught to direct.

ADVANCED SIGHT SINGING—A class for those who are to become Supervisors of Music. A study of the different music systems in common use is taken up in this class.

METHODS—Principles of education as applied to the teaching of music. Course of study planned, for all grades from First Year through the High School. Special study of the voice. Study of song material suited to the various years of school life. Rote Songs, how to select, to teach, and use them. Special attention paid to Folk Songs and Singing Games.

OBSERVATION AND TEACHING—Nine semester hours of teaching and observation are required in this course. During he first year the pupil-teacher observes music teaching in different grades, and reports on same to Music Supervisors. As soon as students are prepared they begin teaching in the Training Schools, and as they acquire skill in teaching music in all grades under supervisions, they become experienced teachers of Public School Music upon finishing the course.

For a detailed statement of this two-year course for Supervisors of Public School Music, see the Course of Study on the following pages.

PHYSICAL EDUCATION

C. M. DOUTHITT, M. D.,
Director of Physical Education

M. B. BANKS
Director of Outdoor Athletics

AIMS—

1. To develop bodily vigor and vitality, the prerequisite of mental efficiency.

2. To secure and maintain correct bodily carriage in standing, walking, and running, a balanced muscular develoment, and a fair degree of skill and ease of movement.

3. To provide an opportunity and incentive for every student to secure physical recreation to overcome the evils of the sedentary life of the student.

4. To promote the social, moral, and mental values of game and sports, and to secure to every student the opportunity for their practice.

5. To develop such habits of exercise in students that they shall continue their practice after leaving college.

REQUIRED WORK—Two semesters of work in physical training are required, unless the student is excused because of physical disability. This work should be taken during the first and second years of college life.

MEDICAL AND PHYSICAL EXAMINATION—All first year students are urged to take a medical and physical examination as soon as possible after entering college. The purpose is to determine the student's organic condition; to discover abnormal deviations of form, structure, and function; to warn and give special advice when necessary.

GYMNASIUM WORK—The work in the gymnasium consists of running, calisthenic drills (free hand, wands, dumb bells, and Indian clubs,) gymnastic dancing, heavy apparatus work, and active games, such as basket-ball, and indoor base-ball.

The exercises are chosen rather for their physiological value than their looks—for the education of the neuro-muscular system than for the mere development of strength.

The gymnasium is open for individual work throughout the day except during regular gymnasium class work.

OUTDOOR ATHLETICS—Facilities are furnished for the various forms of outdoor athletics. Ample opportunity is given to all who care to indulge in foot-ball, base-ball, tennis, and track and field athletics.

SCHOOL OF ORATORY

FACULTY

Alston Ellis, Ph. D., President,
President

Harry Raymond Pierce,
Director and Professor of Public Speaking

Irma E. Voigt, Ph. D.,
Literary Interpretation

Homer V. Cherrington,
Assistant

Julia Baker,
Assistant

C. M. Douthitt, M. D.,
Physical Education

For what does the School of Oratory of Ohio University stand? What methods of instruction are used? Does it offer a practical course for college men and women?

Answering these questions in order: First, the school stands for a higher development of personality, for individuality and loftier purposes; second, to achieve the best results there must be brought to bear the highest possible training in thought and expression; third, today in all walks of life, men must be able to stand on their feet and express their views in public; and furthermore, be able to convince and persuade their fellow-men. To accomplish this result there is daily practice in commiting selections and orations of prominent writers and speakers, then, in writing original speeches and delivering them, studying the great orators as models, thus developing high standards; also, a thorough training in voice production is necessary for a well modulated voice. A good personality can always gain a hearing and accomplish the desired results. Making extemporaneous speeches from the class-room platform, during the second year's work, and debating the questions of the day form regular work. All these exercises are practical and profitable, because they prepare for a more useful life's work.

Beecher says; "Let no man who is a sneak try to be an orator." And he might have added, let no man aspire to distinction as a public speaker, whether it be in the pulpit, at the bar, or on the platform, unless he be willing to spend his days and nights in developing all the resources of his spirit, mind, and body. Our motto is: "A Rounded Development Must Be of Spirit, Mind, aud Body."

Private Lessons

Two private lessons each week is a special feature of the School. This gives every student one hundred and twenty private lessons during the course. These lessons are given without extra charge. The best success of each pupil depends upon the private criticism. It enables the instructor at the very beginning to remove the personal difficulties and develop the student along the lines in which he seems deficient.

Bodily Expression and Pantomime

Art has its causation in the mind. All action of the body must be the result of the action of the mind. In this course, the body is treated as an instrument. It is freed from mannerisms and accidentals and trained to become the obedient and willing servant of the mind. A definite technique of action is introduced with exercises for the application of the principles of gesture. The office in expression of the different agents of the body—head, torso, and limbs—is studied. The pantomimic expression is carefully developed by problems of simple situations, characterization, life studies, original studies, and dramatic action.

How To Gesture

"Every outward movement is but the manifestation of an inward emotion. To know how and when to gesture are important facts. There should be ease and grace and absolute control of the body. A gesture should be only for emphasis. to make the mental picture stand out more clearly before the audience; a gesture should never attract attention to itself, but should be the bodily expression of the thought. Gesture is that subtle language which conveys impressions which words are powerless to express."

Physical Culture

Too much stress cannot be laid upon the importance of physical development; there is a marked degeneracy in the physical powers of the men and women of today as compared with our forefathers. The tendency of the present age is towards mental rather than physical development and, as a result, we have an average of intellectuality without the necessary physical strength to support it. One function should not be neglected at the expense of another. There should be the Trinity of Spirit, Mind, and Body.

Voice Culture

The principles of vocal expression are not found in any mechanical rules, but in the thought and feelings of the speaker. If one would understand the rules which govern vocal expression, he must first learn how to think and feel with the author whom he interprets. His imagination, therefore, must be stimulated, his discriminating powers developed, and his voice becomes a responsive agent under the guidance of his emotions.

Instruction is given in the management and regulation of the breath, the proper use of the body, and the development of vocal energy.

English

The courses in Englsh and Rhetoric are under the direction of Edwin W. Chubb, Litt. D., Dean of the College of Liberal Arts, and Professor of Rhetoric and English Literature.

The public speaker must not only be familiar with the best literature, he must have a mind stored with thoughts worthy of being imparted to others.

The aim will be to develop in the student the power of clear thought and accurate expression, in oral and written work; as it is believed by all that English literature is of primary imporance to one who desires to become proficient in English expression.

Diplomas

Those completing the full course of two years, and passing the examinations satisfactorily, will receive a diploma bearing the name of Ohio University, School of Oratory. A charge of Five Dollars is made for this diploma.

Special Price

The usual cost for a term in the study of Expression at any of the well-known schools is Fifty Dollars per term, or One Hundred and Fifty Dollars per year, and when the student considers that he is to receive two private lessons each week, in addition to the course outlined above, this would not be too much. It is the wish of the authorities of the University, however, that all who care for this development may avail themselves of the opportunity. A semester's tuition in Oratory is $28.50. A registration fee of $9.00 is charged each semester, which allows the student to pursue other regular college work, if so desired.

Public Speaking

(All courses must be continued throughout the year.)

COURSE 1—Oratory I, II.

The aim is to acquire a pure tone, strength and flexibility of the voice, and a natural, easy manner of reading or speaking from the platform. Charts for correct pronunciation are made, miscellaneous selections studied, and parts committed which will be recited by the students before the class. Two hours. Each semester, Freshman elective. Text—"*Choice Reading*," Cummock.

COURSE 2—Literary Interpretation III, IV.

This course covers the field of American Literature; selected authors are studied each week. The purpose of the course is to acquire the best possible expression—such as will reveal thought and emotion—of these different writings. Two hours. Each semester, Sophomore elective. Course must be preceded by Course I or an equivalent. Text—*Literary Interpretations*, S. H. Clark; *How to Gesture*, Ott.

COURSE 3—Public Speaking V, VI.

The masterpieces of modern oratory are first studied as models, then original orations are written and delivered from the platform. Extemporaneous speaking on subjects assigned in advance. The development of mental imagery in conjunction with which original descriptions of scenes are given by the student. Each member of the class is required to write and deliver two orations during the course. Two hours. First semester. Required of Juniors in A. B. and B. S., courses. Text—"*How to Speak in Public*," Kleiser.

COURSE 4—ADVANCED ORATORY OR PSYCHOLOGY OF PUBLIC SPEAKING. VII and VIII.

A public speaker's success is measured by his ability to influence the human mind. Psychology is a systematic study of this same mind. The connection between psychology and public speaking, therefore, is so direct that in this course, psychology is pursued as a study of the action of the mind in public speeches, their delivery and their influence upon the minds of audiences. The end attained is the ability to speak effectively on all occasions, and to all classes of people.

This study of Advanced Oratory is arranged especially for those who are pursuing the Graduate course in the Department of Oratory. Two hours each semester, Senior elective. Texts —"*Pyschology of Public Speaking*," Scott; "*Effective Speaking*," Phillips.

COURSE 5—Argumentation.

Study and principles of argumentation. Preparation of briefs, weekly practice in debates and written arguments. Three hours, first semester. Elective for students who have completed Courses I or II. Text—"*Argumentation and Debating*," Foster.

COURSE 6—Debating.

Practice in preparation and delivery of debates. Elective for students who have completed Courses I and IV. Two hours, second semester.

COURSE 7—Interpretative Reading I, II.

This course is arranged especially for those who are fitting themselves to teach. Correct emhasis in reading cannot be too highly commended, as it shows the intelligence of the reader and gives a certainty of meaning to the thought expressed.

It is a source of pleasure and culture to listen to the skillful reading of a book, newspaper articles or passages in the Bible. Two hours. Each semester. Elective.

COURSE 8—Shakspere I, II.

Shaksperean plays, Bible and Hymn Reading. Critical study of four of Shakspere's plays during the year. Expressional reading of principal scenes, and assigned passages are committed and recited. At the end of the year one of the plays will be given in costume by members of the class.

The study of Bible and Hymn reading well be taken up in the course for the sake of impressiveness. The words and the text must not simply be seen, but felt. The subject matter must come into the mind as reality—truth. The motive of the reader is to secure acceptance, and the end is belief. Two hours Each semester. Elective.

COURSE 9—Expression.

Advanced study of expression. The purpose of this course is to give more extensive preparation to those desiring to make a specialty of literary interpretation and expression, either for teaching or platform wark.

Arrangements for this course can be made with the head of the Department. The instruction will consist of private lessons, for which three hours' credit will be given.

Course 9 must be preceded by Courses 1 and 2, or their equivalent.

COURSE 10—Dramatics.

This is a course offered to university students at large and growing out of an apparent need for training along such lines. Its purpose is not to produce finished actors, but to create an appreciation for good drama; to give a knowledge of some the technique of the stage, which so many young High School teachers find they need upon entering their work; and to give stage presence to the over-concious. One comedy and one drama of more serious nature will be studied and coached. Three hours recitation with two hours credit. Second semester.

Oratorical and Debating Association

The Oratorical Association is open to all students regularly enrolled for twelve or more hours' work per week.

The object is to promote a higher standard of literary excellence in this institution, through annual contests with other colleges and universities, in debate, oratory, and such other forms of literary discourse as may be decided upon by the Executive Council.

There are two preliminary contests in debate and two preliminary contests in oratory to determine who shall represent the institution in inter-collegiate contests in debate and oration. The first preliminary contest is held in December of each year, and the second preliminary contest before the Easter vacation.

For further information concerning contests, send for "Constitution of the Oratorical and Debating Association of Ohio University."

Dramatic Club

A Dramatic Club, under the direction of Prof. Pierce, has been formed. Students are allowed to present one standard play each term of the school year. This is of great advantage to the pupils, as it brings out certain latent powers, develops the art of impersonation, acquaints the cast with stage terms and settings, and the art of costuming and making-up to represent the characters true to life. There is no better way of acquiring ease and freedom of manner on the platform.

DRAWING AND PAINTING

MARIE LOUISE STAHL, *Instructor*

A thorough foundation in drawing is necessarily the basis for specializing in any phase of art work or artistic handicraft. The work in this department is carried on as much as possible after the manner of our best art schools. The student begins with still-life and perspective drawing, and as he advances, draws from the cast and the living model. Studies in composition are required from the more advanced students. Any individuality in the student is encouraged, and no fixed method is insisted upon. In painting, instruction is given in oils, water colors, pastels, and porcelain decoration—for which a kiln has been provided. Some knowledge of form, proportion, and mass of light and shade is necessary, through the study of charcoal drawing, before the student can begin to paint. To those desiring it instruction in out-of-door work will be given, providing the pupils are sufficiently advanced. Students in the Engineering Department will vary the medium from charcoal to pencil and pen and ink. Talks are given to the students on architecture, sculpture, and painting. These talks are illustrated with photographs, casts and lantern slides. There is also an abundance of illustrative material in the many art periodicals and works on art which are kept in the studio for the use of students.

THE STATE NORMAL COLLEGE
OF
OHIO UNIVERSITY

FACULTY*

ALSTON ELLIS, Ph. D., LL. D.,
President

HENRY G. WILLIAMS, A. M., Ped. D.,
Dean of the State Normal College and Professor of School Administration

FREDERICK TREUDLEY, A. M.,
Professor of Philosophy and Ethics

WILLIS L. GARD, A. M., Ph. D.,
Professor of the History and Science of Education

OSCAR CHRISMAN, A. M., Ph. D.,
Professor of Paidology and Psychology

EDSON M. MILLS. A. M., Ph. M.,
Professor of Mathematics

WILLIAM FRANKLIN COPELAND, Ph. M., Ph. D.,
Professor of Agricultural Education

HIRAM ROY WILSON, A. M., Litt. D.,
Professor of English

WILLIAM ALDERMAN MATHENY, A. M., Ph. D.,
Professor of Civic Biology and Elementary Science

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*The instructors named above teach principally in Normal College classes. Members of the University Faculty have work in the Normal College, of a nature indicated by the University Departments with which they are connected.

THOMAS N. HOOVER, A. B., A. M.,
Professor of History.

FREDERICK C. LANDSITTEL, B. Ped., M. S. in Ed.,
Instructor in Methods and Art of Teaching

JOHN J. RICHESON, B. Ped.,
Professor of Physiography and Supervisor of Rural Training Schools

C. M. DOUTHITT, M. D.,
Director of Indoor Athletics

GEORGE E. MCLAUGHLIN,
Instructor in Manual Training

C. O. WILLIAMSON, B. Ph.,
Assistant in Manual Training

GEORGE C. PARKS, Ph. B.,
Instructor in Penmanship

HOMER GUY BISHOP, B. S.,
Instructor in Paidology and Psychology

ELIZABETH H. BOHN,
Principal School of Home Economics

ALICE C. SMITH,
Instructor in Domestic Science

MARGARET FARNAM,
Instructor in Domestic Science

MARY ELLEN MOORE, A. B.,
Assistant Professor in Latin

EMMA S. WAITE,
Principal of Training School

MARY JUNITA BRISON, B. S.,
Head of Normal Art Department

FAITH M. EDWARDS, B. S.,
Instructor in School Drawing

LENA PATTERSON, A. B.,
Assistant in School drawing

EUGENIA MAY LISTON,
Instructor in Public-School Music

ELIZABETH MUSGRAVE, AMY M. WEIHR, Ph. M., B. Ped.,
CARRIE A. COWDEN, WINIFRED L. WILLIAMS,
MARGARET A. DAVIS, CORA E. BAILEY, B. Ped.,
and MARGARET L. TILLEY,
Critic Teachers

LULU WILHELMINA REITER, RUTH ELEANOR HALL,
and LILLIAN ESTHER TERRELL,
Critic Teachers in Rural Training School

CONSTANCE TRUMAN McLEOD, A. B.,
Instructor in Kindergarten Education and Principal of the Kindergarten School

KATE DOVER,
Instructor in Kindergarten

TRAINING FOR TEACHING AT OHIO UNIVERSITY

THE BEGINNING—Ever since 1886, the Ohio University has made provision for the training of teachers, at first, in a Normal Department. This owed its existence to legislation, May 11, 1886, whereby the sum of $5,000 was appropriated for its establishment. The appropriation was accepted by the Board of Trustees and made effective through the efforts of its committee, the chairman of which was Dr. John Hancock, since deceased. This committee placed Dr. John P. Gordy at he head of the new department, and its special work was entered upon in September of the same year. Two courses of study were offered, an "*Elementary*" and an "*Advanced*" and the latter was made equal to and parallel with the other college courses then existing.

At the regular session of the 75th General Assembly of Ohio, March 12, 1902, H. B. No. 369—Mr. Seese—became a law.

THE STATE NORMAL COLLEGE of Ohio University owes its existence to a provision of this act. Section 2, of said Act, requires the University Board to organize "a normal school which shall be co-ordinate with existing courses of instruction, and shall be maintained in such a state of efficiency as to provide proper theoretical and practical training for all students desiring to prepare themselves for the work of teaching."

Section 4 of an Act of the Legislature, dated April 16, 1906, creates a special fund for the support of "the State Normal School or College in connection with the Ohio University." This fund is derived from a mill tax of five one-thousandths (.005) of one mill upon each dollar of the taxable property in Ohio. The annual income thus derived amounts to about $37,500.

SCOPE OF WORK—The law of 1902 explicitly states that the school shall be established for the training of "*all* students desiring to prepare themselves for the work of teaching." This is surely comprehensive enough to permit the carrying on of all grades and kinds of normal-school work. In fact, the language used is mandatory and contemplates the founding of a school in which the graduates of the common school, the high school, and the college shall have opportunity for "theoretical and practical training" for the work of teaching. At present, in Ohio, there are twelve times as many teachers employed in elementary schools as in high schools. Important as is the work of the high-school teacher, that of the elementary or primary teacher is, admittedly, more so. The latter work is fundamental, and upon its character depend in large measure the breadth, depth, and ultimate value of much of the work of the secondary school. Then, too, it must be kept in mind that by far the greater number of those enjoying public-school advantages never, as pupils, see the inside of a high-school. These considerations suggest that normal-school work should, first of all, be planned to meet the wants of those preparing for service in the elementary schools. The higher grades of academic and professional training will follow, in any right-ordered, well-rounded scheme of normal-school organization, as a matter of course.

THE FUNCTION OF THE NORMAL SCHOOL

TRAINING—In a general way it may be stated that the function of a normal school is to train persons for the work of teaching. If teaching is to become a profession in the true sense, those who expect to follow it must receive special training. By professional training we mean a special training beyond mere scholarship in language, art, mathematics, science, history, etc., including special preparation and training in those lines of thought and action which have to do particularly with the teaching process. This preparation should include a broad scholastic training as a foundation upon which should be built the superstructure of special knowledge. No amount of knowledge of pedagogy will take the place of a broad culture in literature, history, science, mathematics, and other generally recognized college subjects, but this knowledge of pedagogy and related professional subjects is equally essential in the equipment of a man or woman trained for the school-room.

PROFESSIONAL TRAINING—Persons who expect to enter the profession of law, ministry, medicine, or dentistry, are first required to obtain a somewhat broad scholastic training upon which is built a professional knowledge looking to the particular profession they desire to enter. It is this special training that furnishes the equipment that makes a man a physician rather than a lawyer. In three of the professions named the state not only protects those who wish to enter the profession, but also by making statutory requirements of those who seek admission to it. Surely the work of teaching should require as much special training as that of any of the other callings named. Before a man is permitted to extract your teeth he is required to produce evidence of professional fitness, and that evidence must have state recognition. It is not so with those who pretend to teach. Not even a high school graduation is required by the laws of this state. There is absolutely no restriction as to scholarship, or special fitness, except as found in the judgment of the county or city examiner. Why should the training of the common school or the high school bring a person nearer the threshold of one profession than that of another? If teaching is ever to become a profession the need of this special training must be recognized. Teaching is such a difficult, complex, and ever-changing process that more skill is required to teach a growing child as he should be taught, than to try a case before the bar of justice. To unfold the possibilities of a child's soul is a more delicate matter than the compounding of medicines or the use of the surgeon's knife. To unfold the senses, train the intellect, and direct the wlll of the child requires more discipline of mind and a greater breadth of view than to preach a sermon.

TEACHERS REQUIRED—Approximately 29,200 teachers are necessary to supply the public schools of Ohio, 26,000 of whom are required for the elementary schools—that is, the grades below the high school in the towns and cities and the ungraded schools of the township and village districts. It has been somewhat carefully estimated that about 6,000 of these teachers are new in the work each year. This means that an equal number of teachers leave the work of teaching each year. Various causes may be given for the constant changing in the personnel of the great body of teachers. Who are these 6,000 young, inexperienced teachers admitted to the school rooms of Ohio each year armed with the protection which a teacher's certificate affords? They are usually earnest, wide-awake young men and women (or boys and girls) who are anxious to do their best—to teach according to the best models they have had presented to them. Very few are college or normal school graduates. Not a large percent are graduates of high schools. These new teachers are usually young people, who by their own efforts, unaided or misguided, have obtained enough technical knowledge to enable them to pass a teacher's examination, but who have formed no adequate conception of the duties and responsibilities of the teacher; young people who are entirely ignorant of the great body of fundamental knowledge underlying the science and art of teaching.

HIGH SCHOOLS—Although high schools are multiplying rapidly and growing more and more efficient year by year, yet many of these young people have never had the opportunity of high school training. Besides, a knowledge of high school subjects is not required of the applicant who seeks admission to the examination for the teacher's certificate. Therefore, high school graduation cannot wisely be made the standard of admission to our state normal schools so long as the laws governing the certification of teachers remain as they do at present. The state can not wisely close her doors against the young people who seek admission to the profession, nor against that large body of teachers already enrolled in the work who have educational qualifications but little higher than the graduate of the common schools. Better training must be provided for them.

The law establishing these state normal schools says that they shall "provide theoretical and practical training for *all* students desiring to prepare themselves for the work of teaching." The needs of the class referred to as graduates of the common schools or as those having only equivalent education are carefully met by the course of study beginning at the point of graduation from the common schools. In this connection we desire to call attention to the preparatory course leading to the regular college courses in Elementary Education and Secondary Education, found elsewhere in this catalogue. Attention is also called to the fact that persons holding a teacher's certificate may complete one of the elementary courses in two years. Teachers of much experience may enter the two-year course and be conditioned on preparatory work but cannot receive a diploma until they have 15 units of preparatory work to their credit.

VALUE OF TRAINING—Much has been said and written concerning the relative strength of normal-trained and college-trained teachers. It must be admitted that a person who has learned how to do a thing can do it better than one who has not learned how. The scientific purpose of the normal school is to teach persons how to teach, but such knowledge must presuppose a knowledge of what to teach. The teacher who is to be capable of the best service should have both scholastic and professional training. It must not be forgotten that normal training is not necessarily all professional, so called. The school that can combine these two essentials in the teacher's preparation should certainly be sought. In the Normal College of Ohio University this happy combination is found, Each of the courses offers a collegiate training in academic and cultural studies in addition to the training along distinctively professional lines. All studies in the several courses in the College of Liberal Arts are open to students of the Normal College. To be admitted to any of the regular courses in the Normal College a student must have made a preparation equal to that required for admission to any other regular College course. No one need fear that the instruction in the State Normal College will be in any sense inferior to the best instruction given in the University, as Normal College students are often taught in the same classes by the same professors, and have access to all the privileges of the University. Besides, instructors in the Normal College are chosen for their skill in teaching, or their special training for the work of instruction.

RURAL SCHOOL TEACHERS—But there are now engaged in the schools of Ohio thousands of worthy teachers who could not measure up to the ideal standard of college admission. They will give the schools more years of service than many of those who spent years in preparation. If, therefore, the purpose of the normal schools in Ohio is to provide better teaching for the children in the public schools of the state and thus give back to the people something in return for their support of the normal schools, should not the normal schools open their doors to these teachers? Such teachers are encouraged to attend the State Normal College of Ohio University, where they will be carefully guided in the selections of such studies as will make them more efficient. Our duty in this matter is plain. The laws of 1914 require professional training of all teachers in rural and village schools. To enter a teachers' examintion after January 1, 1915, a minimum of six weeks of professional training is required. This increases six weeks each year until 1920, when a full year of not less than 36 weeks is required. An examination is still required of those who have even one year of professional training but graduates of the two-year course in the four-year are granted state life certificates without examination.

The attention of prospective students is invited to the several courses of study, in the State Normal College, found elsewhere in this catalogue. These courses have been prepared with much care and represent the results of a careful study of the courses in operation in all the leading normal schools in this country, together with the ripest wisdom and best judgment of those who have given many years to a study of the training of teachers. The experiences of other states have been of service in mapping out such courses of study as will best fit the local conditions, touching the needs of the great mass of the teachers, existing in Ohio.

The two-year college course in Elementary Education is designed for those who have graduated from high schools of the first grade or who possess equivalent scholarship. Fifteen units of credit in any recognized preparatory subject admit the student to the Freshman class. The course in Elementary Education leads to a diploma from the Normal College. This diploma entitles the holder to a four-year State Certificate upon graduation, and a life certificate after 24 months of experience following graduation. These certificates are valid in all but high schools and are accepted as state-life certificates in 32 other States.

The four-year course in Secondary Education is the equal in scholastic requirements of any other course in the University.

COURSES OF STUDY IN THE STATE NORMAL SCHOOL

FOR TEACHERS OF COUNTRY SCHOOLS—Almost one-half the teachers in Ohio are required to teach the rural or country schools. The State Normal School authorities realize that these teachers usually have the most difficult of all teaching to do, because of the many grades of pupils under the instruction of a single teacher. It is also true the majority of teachers employed in the rural schools have not had educational advantages of an academic character equal to those of the town and city schools. These two facts make a double handicap for many country teachers. The State Normal School at Athens recognizes these conditions and realizes also that the people in rural communities are paying exactly the same rate of tax for the support of the State Normal Schools as are the people in the cities. These schools belong to all the people of Ohio and the special training offered to prepare teachers to return to these country schools as teachers possessing a high-grade efficiency is given with a full knowledge of the needs of such teachers and of the conditions prevailing in the country schools. The reason so many of the graduates and trained students of the State Normal College do not return to the country schools is because the towns and cities outbid the township boards of education and pay often from $100 to $400 a year more than the townships will pay for the same instruction. Sometimes this is due to the fact that the townships can not pay more. In such a case it is the plain duty of the State to aid such townships, making it possible for it to secure the services of trained teachers. It has just as much right to them as the cities.

Frequently, however, the fault is with the township board or the people, who see no difference in teachers, but who will pay inexperienced, untrained teachers as much as they are willing to offer to trained and experienced teachers. A higher ideal of the work of the teacher is needed and school laws of 1914 set a much higher standard as an incentive to communities unwilling to have poor schools.

ELEMENTARY STUDIES—But the State Normal College offers special training in all so-called common branches for those who need further drill in these subjects to enable them to teach them better or to secure better certificates. At the same time emphasis is placed upon the methods of teaching these subjects in the country schools. Besides articulating their work with that of the special department for the training of rural teachers, both as to methods to be employed in the district schools and as to the rural-school course of study, most teachers and professors in charge of the work in the State Normal College have had practical experience in actual teaching in the country schools, and these people have a clear and accurate vision of the actual needs and environments of the country school. Besides it is one of the cardinal principles of the State Normal School to make constant study of rural-school conditions in Ohio. The school laws of 1914 require each teacher who is not a graduate of Normal School, to be examined in teaching efficiency. This test is given students in the various Training Schools of the State Normal College and these certificates of teaching will be necessary for all who must take any form of a county teachers' examination. But teaching can not be permitted until the work leading up to it has been completed, except in cases of experienced teachers.

COURSES ARE GIVEN in Orthograph,y Reading, Penmanship, Arithmetic, Grammar, Composition, United States History, Civil Government, Geography, Physical Geography, Commercial Geography, Physiology, School Management, School Law, Theory and Practice, Grading and Organizing Country Schools, the Course of Study, Nature Study, Elementary Agriculture, Advanced Agriculture, Manual Training, Domestic Science, Gardening, Elementary Chemistry, Physics, Botany, Latin, German, and everything that a progressive rural school teacher needs. Special emphasis is placed upon the problems of country school organization and management.

There is no teacher of the country school who could not be greatly helped and encouraged by attending even a single term at the State Normal School at Athens. Students may enter at any time, study whatever they wish if they are qualified to enter the classes, and no entrance examinations are required. The Dean of the Normal College will confer with the students and advise them as to the studies they should pursue, but all assignments are wholly in the interests of the student. The Observation and Practice Teaching required by law are done in the Rural Training School of the State Normal College, or in the Grades Training School for elementary teachers.

FOR GRADE TEACHERS.—For teachers and students who are ambitious to teach in the graded elementary schools of the towns and cities, several courses are offered. For those who are graduates of good high schools, a two-year college course is offered, covering advanced reviews of all the common branches each pursued in the light of the best methods of teaching the subject in the grades (by "grades" is meant the elementary school—all work below the high school, usually divided into eight grades, or years); courses in Principles of Education, both both Primary and Grammar Grade Methods, School Management, Training in Teaching, Paidology, Sociology, Drawing, Music, Nature Study, English, Mathematics, the Elementary Course of Study, History of Education, History, Science, Agriculture, Domestic Science, Manual Training, etc., but no foriegn language is required in this course. It covers two years, and each graduate from this course is given a Diploma in Elementary Education, which becomes a State Life Certificate, without examination, after 24 months of experience. This diploma represents as much scholarship and training as graduation from any one of the half-score of highest grade state normal schools in the United States. In nearly every state such a diploma is recognized as a life diploma to teach, or at least a state certificate to teach. At the beginning of 1914, 32 states accept these diplomas as state certificates.

Those who do not hold four-year high school diplomas are required to complete the State Normal School preparatory course, by pursuing such studies there marked out as they have not completed before entering the State Normal School. The completion of this course admits the student to any Normal College course, the same as graduation from a high school of the First Grade.

FOR HIGH SCHOOL TEACHERS.—The course for high-school teachers is a full four-year college course, and graduates are granted the degree of Bachelor of Science in Education, the full equivalent in scholarship and literary culture of any bachelor's degree. This course is so arranged that not less than three years of specialization shall be made by the student upon at least one collegiate subject—History, Science, Mathematics, Latin, German, Greek, or English. This renders every graduate from this course competent to teach in a highly successful degree at least one subject in secondary education. But the high-school teacher is just as much in need of a knowledge of pedagogy and of training in actual teaching under skilled supervision as the teacher of the elementary school. Here is where most schools fail in the training of high-school teachers. The Report of the Committee of Seventeen, on the Professional Preparation of Secondary Teachers, issued in 1908, strongly emphasizes the importance of training in observation and practice on the part of all who would teach in our high-schools. It is not enough that such teachers shall know Latin and Greek and Geometry and every thing else they undertake to teach, but these same teachers need to be *trained to teach* these subjects. A knowledge of subject-matter alone will not make a teacher of its possessor. Neither will the additional knowledge of Psychology, Principles of Education, History of Education, Methods, School Systems, Administration, etc., insure success. These will help greatly, but the crucial test of every teacher is the actual work in the class-room. For years we have emphasized the importance of the training of the elementary teacher, but have continued to accept the inexperienced, untrained college graduate as the high-school teacher. As a result there is more poor teaching done to-day in the high-schools than in grades of the same town or city. We need *trained* high-school teachers. The school laws of 1914 require professional training for high-school teachers, not less than 6 weeks by January 1, 1915, and 6 weeks additional each year until the minimum shall be one full year or 36 weeks by 1920. This means that all the work for the six weeks shall be done in the Normal College. A student could not elect one or two studies in the Normal College and take the remaining subjects in branches not related to a professional course. Ninety actual hours of class-room work constitute the minimum for six weeks' credit.

PRACTICE TEACHING—The State Normal College has a State Preparatory School for the instruction of those who have not completed a four-year high school course, and skilled teachers do the teaching here—in Latin, Algebra, Geometry, History, Literature. Rhetoric, Botany, Chemistry, Physiology, German, Greek, Physics, and all other secondary school subjects. Students in the State Normal College who are pursuing either the course for high school teachers or the course for superintendents are not only *permitted* to teach in these secondary subjects but are *required* to do so, and always under the skilled instruction and guidance of the head of the department in which the teaching is done, as well as under the direction of the professor of methods and teaching. A teacher in training for high school work must show proficiency to a high degree in teaching at least one high-school subject before a diploma will be granted.

Such training is invaluable, and a school that cannot offer thorough training of this nature is not fully equipped to train teachers for the high-schools. Credit for professional training as required by the laws of 1914, cannot be obtained from any school or college not approved by the State Superintendent of Public Institutions. The State Normal College has been doing this character of work since 1902, and was the first institution so approved.

COURSES FOR SUPERINTENDENTS—This course is the same as that for high-school teachers except that the requirement of three collegiate years in one subject is not made, and more work in Administration is required.

FOR COLLEGE GRADUATES—Graduates of reputable colleges may pursue a course of one year in length and receive the degree of Bachelor of Science in Education. All the work of this course is of a professional nature, and is well adapted to meet the needs of those who desire to teach in the elementry schools or high-schools or to serve as superintendents, due to the fact that all the work of this course is elective, the subjects to be chosen from groups of subjects offered. In this way a college graduate may specialize in any line or lines of work desired.

COURSE FOR RURAL TEACHERS—Special attention is called to the course for students preparing to teach in the rural schools. The opportunities in this direction are unexcelled, and teachers and prospective teachers will find this course most satisfactorily planned to meet their needs. The course is broad enough in the academic studies to meet the needs of teachers preparing to teach the various elementary branches; and the opportunity to study methods of teaching, principles of education, school management, etc., is broad enough to equip teachers most satisfactorily for work in the rural schools. The Rural Training School is in session from the second Monday in September until the latter part of July, within one week of the close of the Summer School. To inexperienced teachers this is a Model School or school for observation, but to experienced teachers and students sufficiently advanced, it is a Practice School. The County Training Schools to be established in each county in Ohio under the provisions of the laws of 1914, will articulate with this Department and the State Normal College will have under its direction six one-room Model Rural Schools besides the one in operation at Athens.

COURSES FOR PRIMARY TEACHERS—Very frequently a teacher desires to make a special preparation for work in the First Grade, or D Primary. Excellent opportunities are offered such students. They are permitted to take special work in Primary Methods, do more than the minimum of 120 hours of teaching, take a special course in Kindergarten Methods, do special work in the matter of lesson-planning for the First Grade, and devote special attention to Nature Study, Language, Music Drawing, etc., To fit them for positions as Special Primary Supervisors. If a teacher desires to confine her work to the work of the first four grades—that is, to the primary school as distinguished from the grammar school—opportunity is afforded for such specialization, and all the practice teaching of such pupil-teaching will be confined to the Primary Grades in the Training School. Those who desire to make special preparation for teaching in the Grammar Grades may confine their practice teaching to the Grammar Grades of the Training School.

THE KINDERGARTEN—Special attention is directed to the fact that the State Normal College maintains a first-class Kindergarten, under the skilled direction and teaching of specialists of much experience, who not only teach the Kindergarten, but train prospective kindergartners. This is the only State Kindergarten in Ohio, and this addition to the already wide-range course of instruction in the State Normal College comes in answer to a demand for a course of instruction that would prepare young ladies for positions as kindergarten teachers, as the kindergarten is now a part of the public school system of Ohio, and all boards may make a special levy for the support of kindergartens.

DEPARTMENT OF ELEMENTARY SCHOOL SCIENCE—It is with peculiar pleasure that the State Normal College announces as a strong department that of Elementary School Science, consisting of courses in Nature Study or Civic Biology, Botany, Elementary Chemistry and Physics for the Elementary school. A specialist of broad and practical experience has charge, a fine laboratory has been equipped, and opportunities are here offered for thorough work.

DEPARTMENT OF AGRICULTURE—Prior to June, 1911, instruction in Agriculture was given in the Department of Elementary Science. Courses had been given for three years prior to that time, and the increasing demand for such work justified the organization of a new department. The primary purpose is to equip teachers to give instruction in agriculture in the public schools. The reader is referred to the detailed description of courses elsewhere in this catalogue.

THE TRAINING-SCHOOL—The very center of a normal school is its Training-School. A theory of teaching must stand the test of actual practice under normal conditions. Ever since the State Normal College at Athens was opened it has maintained a Training-School. This Training-School now covers work in the Kindergarten, the Primary Grades, the Grammar Grades, the Rural Schools, and the High-School—the full range of teaching in public schools. This Training-School consists of well-graded and closely-articulated schools covering the Rural School, the Kindergarten School and all the primary and grammar grades, follow by the State Preparatory School for High-School practice. Each school or grade consists of about forty children, and is a real school in every sense. The Normal College has, under its own roof and its own control, the pupils from about one-third of the city of Athens—the portion of the city in which the University is located. These, then, are all real schools, not small schools of selected children, but schools in which real conditions exist. Collectively, these schools constitute our Training-School. During the first year of the student's training the Training-School is used as an observation or model School, in which the teaching is all done by the Critic Teachers, who are trained teachers regularly in charge of each room. During the second year of the course, the pupil-teacher is required to teach in the Training-School, which then becomes a Practice School.

During the first year the student or pupil-teacher takes lessons in observing the work done and in reporting on what he sees. During the second year, after the student has taken a thorough course in methods, Psychology, Observation, and Principles of Education, he is required to teach in these schools, the work being adapted to his tastes or to the grades in which he wishes to specialize. The Training-School is now to him a Practice School. This teaching is done under the guidance and supervision of the Critic Teachers and the Training Supervisor.

A similar plan is followed by those who are training for high-school positions. They observe the teaching of Physics, Botany, Algebra, Geometry, Literature, Rhetoric, Latin, German, History, and other secondary school subjects. Before graduation each candidate for a degree must teach one or more of these subjects not less than 90 hours, or lessons, and this teaching must be of such character as will be accepted by the College authorities. The total amount of work in observation and teaching required in secondary subjects is 180 hours. The student may teach 120 hours and observe 60 hours, but not less than one-half of the total of 180 hours shall be given to teaching.

The Ohio law authorizes the State Commissioner of Common Schools to fix the amounts and ratios of observation and of Practice Teaching and that office has determined the ratios and aggregates here given.

LIFE CERTIFICATES FOR TRAINED TEACHERS

AT LEAST FORTY STATES in the Union recognize the value of professional training for their teachers. This recognition is shown in their certification laws, in which graduates of their State Normal Schools are granted professional certificates exempting their holders from further examinations. In twenty-one states the graduates of the State Normal Schools and Colleges of Education are granted permanent or life certificates upon graduation and in twenty-one states provisional certificates are granted, valid for a period ranging from two to four years, at the expiration of which time the certificates are made permanent upon the applicant's credentials showing successful teaching experience. Until 1910, Ohio was not to be found in either column, but the legislature of 1910 enacted the Hawkins Law, which recognized professional training by granting to the holders of diplomas from Normal Colleges first a state provisional certificate, valid for four years, such certificate to be made permanent when the holder had passed a limited professional examination before the State Board of School Examiners and had had not less than twenty-four months of successful experience in teaching. But by the Morris Bill enacted in February, 1914, this preliminary examination is made unnecessary, and the graduate of this institution is granted a state certificate at once, without examination.

Prior to the enactment of this law several states had recognized the diplomas of the State Normal College of Ohio University, by granting provisional or permanent state certificates to their holders. Of the 48 states in the Union, at least 32 recognize the diplomas from the State Normal College as state licenses to teach, usually as life licenses without examinations. The Dean of the State Normal College will furnish full information on this point to graduates who contemplate teaching in a state other than Ohio.

THE NORMAL SCHOOL OR COLLEGE which grants a diploma recognized under the Ohio Law of 1914, must offer a college course of not less than two full years beyond graduation-from a four-year high-school course or equivalent preparatory scholarship. This means that the preparation for such a professional course must cover not less than 15 units of high school or secondary subjects, a unit standing for a subject pursued not less than one year of not less than 32 weeks. In ordinary interpretation this means that 160 recitation hours or periods of 40 minutes each, shall be given to a high school subject to equal one unit of credit. Under the ruling of the State Superintendent of Public Instruction who is given authority under the law to fix the standards of observation and practice teaching, and determine the ratio of academic work to work in professional subjects, not less than 50% of the two-year course in the Normal School or College shall be given to educational or professional subjects. The law provides that all courses for elementary teachers, and special teachers in Drawing, Music, Kindergarten, Manual Training, etc., shall cover not less than two years of work apportioned between professional and academic subjects in such rato as the State Superintendent of public Instruction shall require. As a part of the professional work done in such a case there shall be not less than 180 recitation hours devoted to Observation and Practice Teaching in a Training School under the direction and control of the Normal School or College, and not less than 90 hours of this work shall be given to actual teaching in such Training School.

SPECIAL CERTIFICATE—Graduates from the courses in Kindergarten, Public School Music, Public School Drawing, Manual Training, Domestic Science, or Agriculture are entlited to a four-year state provisional certificate upon graduation, valid in any school in Ohio, to teach the special subject covered by the diploma. After 24 months of teaching experience this is made a special life certificate by the State Board of School Examiners.

ALL GRADUATES of a four-year Normal School or College course pursue the same general plan and are granted High School Life Certificates. The four-year courses shall include not less than 25% of professional subjects in which shall be included actual Observation and Practice Teaching in secondary subjects in a Traning School under the direction of the Normal School or College. This means that no such diploma shall be recognized unless one full collegiate year has been devoted to professional subjects, although the work in these subjects may be distributed throughout the four years. Graduates of the four-year course are granted the degree of Bachelor of Science in Education and a four-year State High School Certificate upon Graduation and this is made a High School Life Certificate by the State Board of Examiners after the holder has taught 24 months.

ALL PROGRESSIVE TEACHERS in Ohio now certainly have a strong inducement to obtain professional trainig. The facilities for such instruction in the State Normal College of Ohio University are such as to meet in every detail all the conditions imposed by the laws of 1914 and by the requirements of the office of the State Superintendent of Public Instruction. In fact, the standard at the State Normal College has always been as high as that above described. The course for high-school teachers and superindents offerd by the State Normal College requires 35% to be done in educational subjects. The facilities for Observation and Practice Teaching required by this law are more than ample to meet the need in the training of teachers in the elementary schools, in the high-schools, in the rural schools, and for positions as supervisors in special subject or as County Superitendents and District Superintendents.

In addition to the courses above outlined and recognized by the state in the granting of professional life certificates, the State Normal College has also made ample provision for the professional training of teachers for the rural schools, having established clearly differentiated courses for such teachers and opened a Rural Training School, which is supervised by a trained teacher who has had wide experience in the rural schools. Special attention is directed to a detailed description of this course elsewhere in this catalogue.

DEPARTMENT OF SCHOOL ADMINISTRATION

PROFESSOR WILLIAMS

The general aim of this department in the Normal College is to give the student a broad and comprehensive view of the various factors in school administration, to give him a detailed and critical view of the problems of school organization, school management, school discipline, school hygiene, school architecture, the course of study, the classification and grading of pupils, and to lead him to understand school law as it relates to school administration. The courses are briefly described as follows:

1. SCHOOL ADMINISTRATION AND SCHOOL LAW—This is a three-hour course for one semester, and includes a study (1) of School Organization under the heads of parties to the school organization, a study of existing systems, the function of the public school, the teacher as a factor in organization, etc.; (2) School Law, including a critical study and analysis of the Ohio School Laws and topical study of the relation of school law to the effectiveness of school systems; (3) School Hygiene including school architecture, school environment, ventilation, lighting, seating, fatigue, contagious disease, defective hearing, and defective vision; (4) School Management and School Discipline, with their various problems. The Ohio School Laws will be made the basis of the work in School Law. Chancellor's *Our Schools and Their Administration* is made the basis of this course. Much of the work, however, is in the form of a library and lecture course. First semester, three hours.

2. SECONDARY COURSE OF STUDY—This course will inquire into the principles governing the selection of subjects for the Secondary Course, the order of presentation of these subjects, the purpose of secondary school training, the relation of the secondary school to the elementary school on the one hand, and the college and the technical and professional schools on the other. The particular methods of instruction demanded by the secondary school and how these methods must differ from the methods employed in lower and in higher schools, will

receive some attention, but special instruction in the methods of high-school teaching must be obtained in the Department of Methods.

The texts used are DeGarmo's *Principles of Secondary Education*, *Report of the Committee of Ten*, and *Report of the Committee of Seventeen on the Professional Training of High School Teachers*. First semester, Junior year, three hours. Required of all students pursuing the course leading to the degree of Bachelor of Science in Education, and may be elected by Juniors and Seniors in other courses.

3. SUPERVISION AND CRITICISM—This is a two-hour required study in the course for superintendents and high-school teachers and is given during the second semester, and occasionally repeated in the Summer term. The purpose is to cover all the leading problems of administration and supervision. For those who are preparing for the work of supervision, certainly no course in the Normal College could be more valuable.

This course is wholly a library and lecture course, and the student is referred to important papers and addresses in the N. E. A. Reports, Magazines, The Report of the Ohio School Survey Commission, Ohio School Laws, etc.

4. THE PROBLEM OF SCHOOL ADMINISTRATION—This is a two-hour course, extending through the second semester, senior year elective, and open only to those who have had courses in the Science of Education, History of Education, and School Administration.

DEPARTMENT OF METHODS AND MANAGEMENT

PROFESSOR LANDSITTEL

Educational procedure in its various phases is eminently worthy of clear exemplification. Its mastery implies the application of scientific principles with understanding, and calls for deftness and skill in handling pupils and materials as well. This department strives toward the end thus defined. By the use of the Training School class-room as a laboratory of method, students are enabled to see, and make for themselves, practical application of the various theoretical solutions of teaching problems which are developed in the regular course of instruction.

Appreciation of the dignity and wealth of opportunity in the teacher's work is stimulated incidentally in all courses as the grounding of a sincere and wholesome professional spirit.

1. GRAMMAR GRADE METHODS I—Three hours, first semester. Freshman required. A thorough study of the recitation constitutes the fundamental part of this course. The accepted general forms of procedure represented in current usage are studied, with attention to the corresponding lesson plans. Regular observation work in the Training School is carried on, either preceded or supplemented by class consideration of the principles involved. The teaching of reading, elementary science, geography,and morals are carefully developed, and incidental observation work in domestic science, manual training, music, and drawing is introduced. Strayer's *Brief Course in the Teaching Process* will be used as a text book, supplemented with library assignments.

2. GRAMMAR GRADE METHODS II—Three hours, second semester. Freshman required. This course is a continuation of the work of Grammar Grade Methods I, with special attention to the teaching of language and grammar, history, geography, and arithmetic, The work in this course will be based entirely upon assigned readings.

3. ELEMENTARY CURRICULUM—Two hours, first semester. Sophomore required. Prerequisite, a minimum of ten hours' work in education. The fundamental principles of ultimate and immediate aims in school instruction receive first consideration in this study of the curriculum, and they logically connect with the great question of educational values. The latter are regarded as inhering in subject matter not solely by reason of its importance as world knowledge, but quite as much because of its adaptability to the capacity and needs of the growing child. The bearing of community interest upon values is given attention, with the end in view of promoting the better social service of educational agencies. A study of sequences, both logically and psychologically considered, and of the correlation of subjects, paves the way for practical work in the construction of courses. The text-books used will be Groszmann's *The Career of the Child*, and Williams' *Course of Study for Ohio Schools.*

4. SCHOOL MANAGEMENT AND SCHOOL LAW—Two hours, first and second semester, one semester required. Freshman. The work embraced under this head deals with the factors affecting the life of the school, both within and without. The state as the basal authority in organization, and property also in administration, is the point of departure in school law, from which are traced legislative enactments as to school districts and officials, revenues, certification of teachers, institutes, school buildings, libraries,etc. These topics are correlated with the problems of managment by which the teacher is sure to be confronted, among which may be enumerated classification and promotion of pupils, discipline, conditions in buildings and grounds, examinations, and the teacher's administration of the curriculum Attention is directed to the larger questions involved in public education which are now under discussion; and an alert progressive attitude toward these matters is encouraged. Dutton's *School Management* and Bagley's *Classroom Management* will be the text-books for this course.

5. SCHOOL LAW PRESENT AND PROSPECTIVE—Three hours, first semester. Senior, elective. The legal aspects of school organization and the jurisprudence of teaching will be worked out in this course through lectures and assigned readings. Equipment of the educational worker with knowledge of his professional rights and responsibilities as confirmed by the law will be the controlling aim. The statutes of Ohio will be the chief source to which students will be referred. Enactments growing out of the Ohio School Survey will receive particular attenion, along with the unsatisfied needs in the way of legislation which it reveals, Comparative studies in essential features will be made throughout the course between the Ohio system and that of other states.

6. SOCIAL METHODS IN EDUCATION—Two hours, second semester. Sophomore required. The aim in this study is to present teaching as a social service, and to give insight into the social relationships that condition education both within the school itself and as regards its connection with other social structures. Students are put in touch with the most recent undertakings in the way of giving added efficiency to education. Specific topics to which the course relates are—(1) social

stimuli in mental development; (2) social situations in the recitation; (3) self-organized group work; (4) leadership in group life; (5) the function and form of school dramatics; (6) the utilization of play and vocational interests; (7) school and neighborhood clubs; (8) the school in relation to community life; and (9) adult education. The text-book which is used, King's *Education for Social Efficiency*, introduces these subjects, among others, being supplemented as the work proceeds by means of lectures and collateral readings.

7. HIGH SCHOOL METHODS—Two hours, second semester. Junior and senior required. An understanding of the special function of the American high-school is developed through consideration of its past history, its present academic and social aspects, and its relation to the general problem of adolescence. The essentials of secondary class management will be dealt with; and opportunity for special study of the teaching of individual high school subjects will be afforded as indicated by the following outline:

Year of 1914-15 { High School Methods in English
High School Methods in Foreign Languages

Year of 1915-16 { High School Methods in Mathematics and Science
High School Methods in History

The courses appearing for 1914-1915 will be given again in the year of 1916-1917; those for 1915-1916 in 1917-1918, and so on. Brown's *American High School* will be used as a text-book for the introductory part of the course. The study of special methods will be pursued through lectures and assigned readings.

8. THEORY AND PRACTICE—Three hours, first and second semester. Freshmen required. This course deals with the five phases of the teacher's work—organization, management, instruction ,training, and discipline. It makes rapid survey of educational principles and procedure, and is designed to serve the interests of teachers of experience who may wish to prepare for the general state and country examinations, and of those, as well, who are seeking state or local certificates in special subjects.

DEPARTMENT OF THE HISTORY AND PRINCIPLES OF EDUCATION

PROFESSOR GARD

It is the purpose of the department to familiarize the student with the historical and current ideas and conceptions of education. The courses are arranged to meet the professional needs of elementary teachers, secondary teachers, superintendents, and special teachers in drawing, music, domestic science, manual training, and agriculture. Courses *one*, *two*, and *eight* are especially designed for elementary teachers and the teachers of the special subjects; Courses *three*, and *four*, for secondary teachers; Courses *three*, *four*, *five*, *six*, and *seven* for superintendents and advanced students.

The department does not encourage students to remain with us for graduate study. Those, however, who elect such work in the department must do the work in actual residence. For a minor a student must complete six semester hours and for a major he must complete eighteen semester hours.

1. PRINCIPLES OF EDUCATION—An elementary course which seeks to acquaint the student with the practical and scientific phases of teaching. The principles of teaching are based on the laws of genetic and dynamic psychology. The psychological factors in the process of learning and the science of the recitation receive careful consideration. Monday, Wednesday, Friday. Second semester. Open to students who have credit for one semester of psychology or an equivalent.

2. HISTORY OF ELEMENTARY EDUCATION—A brief course in which attention is given to the events in the history of education that throw light on the problems of the teacher in the elementary schools. Special attention is given to the work of the reformers of the eighteenth and nineteenth centuries. Monday, Wednesday, Friday. First semester. Course repeated the second semester. Open to sophomores.

3. SCIENCE OF EDUCATION—(a) *Psychological and Biological Principles*. During the first semester the main and well-tested results of the scientific study of education from the psychological and biological points of view receive consideration.

No attempt is made to give prescriptions and devices. The course is concerned with the fundamental principles of education. (b) *Social Principles of Education.* During the second semester an attempt is made to formulate the social concept of education. Attention is given to the social meaning of education and to the concrete application of the principles to present-day needs. Monday, Wednesday, Friday. Throughout the year. Open to juniors.

4. HISTORY OF EDUCATION—(a) *Ancient and Medieval.* During the first semester a study is made of the larger movements of educational thought during the ancient and medieval periods. Educational ideas, methods, and curricula are studied in their relation to social, cultural, and industrial changes. (b) *Modern Period.* During the second semestsr a study is made of the Reformation and its influence on education. Much attention is given to the social and industrial conditions of Europe which made necessary the great reform of Comenius, Pestalozzi, Herbart, Froebel, and Spencer. The fundamental recommendations of each of the reformers are carefully noted. Monday, Wednesday, Friday. Throughout the year. Open to seniors.

5. MODERN SCHOOL SYSTEMS—(a) *Germany and France.* A study is made of the development and organization of primary and secondary education. Attention is given to the training of teachers and to the relation of the schools to the life of the people. Special attention is given to the provisions for industrial education. (b) *England and the United States.* The treatment is the same as in the first division of the course. Monday, Wednesday, Friday. Throughout the year. Open to seniors.

6. PHILOSOPHY OF EDUCATION—An advanced course in the theory of education. An intensive study of the theories of Plato, Aristotle, Comenius, Locke, Rousseau, Pestalozzi, Herbart Froebel, Spencer and others will be made. Monday, Wednesday, Friday. Throughout the year. Open to seniors.

NOTE—Courses *five* and *six* will alternate. Course *five* or *six* may be substituted for Course *four*.

7. SEMINAR IN EDUCATION—In this course an opportunity is given to study intensively some phase of education. In

selecting the topic for investigation consideration is given to the needs of those electing the course. One hour a week. Throughout the year. Open to seniors.

8. VOCATIONAL EDUCATION—A study of the historical development of vocational education, its justification from the standpoint of psychology and society, and its present status. The course is designed to acquaint the student with what is being done in this field and to point out its relation to the whole problem of education. Tuesday, Thursday, first semester. Open to sophomores. Required in the diploma courses in Agriculture, Domestic Science, and Manual Training.

PRIMARY METHODS, OBSERVATION AND TEACHING

MISS WAITE

THE PURPOSE of this department is to train teachers. We attempt to do this through instruction, observation, and practice.

It certainly does not follow that, because a man or woman is a good student, he or she must necessarily be a good teacher. The profession of teaching, like any other profession, must be studied. After the work in observation and theory, comes the opportunity of putting these into practice under the supervision of thoroughly trained teachers. Our Training School, consistting of about three hundred children, including all the Grammar as well as all of the Primary grades, a Principal, seven Critic Teachers, and five Special Teachers, furnishes ample opportunity for this practice. The Special Teachers teach Music, Drawing, Domestic Science, Manual Training and Nature Study.

PRIMARY METHODS AND OBSERVATION—Three times each week throughout one year the class is given a lesson in Primary Methods. At the close of each lesson, the class is taken to the Training School to see an application of these methods in a model lesson given by a Critic Teacher. Before going, the students are instructed as to what they should carefully observe, as we have no aimless observation in our Training School.

Special attention is given to the teaching of every subject in the Primary Grades, with suggestions as to good devices for drill work. The same may be said of the work in the Grammar Grades, under another department.

Attention is given to the writing of lesson plans, so that, at the close of the year's work, the student is ready to begin his teaching in the Training School.

TEACHING—As we learn to do by doing, the best way to learn to teach is by teaching under skilled supervision.

As each student is given a subject to teach in the Training School, he is held entirely responsible for the results of his work. No lesson, however, is ever taught, until a plan, submitted at least the day before the lesson, is either approved or corrected.

The student is allowed to specialize to some extent in his teaching. Although it is not thought best that he should do all of his practice teaching in one grade, he may do it all in either the Primary or Grammar grades, and at least two-thirds of his teaching may be done in the special grade of his own choosing.

All of the practice teaching is under the close supervision of the Critc Teacher of the grade, or a special teacher, and the Principal of the Training School.

PAIDOLOGY AND PSYCHOLOGY

PROFESSOR CHRISMAN
*ASSISTANT PROFESSOR BISHOP
HERMAN H. YOUNG, *Instructor*
CHARLES E. SKINNER, *Assistant*

THE PURPOSE of the work in Paidology, the science of the child, is to furnish a knowledge of child nature. It is intended to give to students what has been learned about children, to fix in them the habit of observation and study of children, and to help them to an understanding of child life under the various conditions in which it is found.

The purpose of the work in Psychology is to give a knowledge of mind action in its various conditions. It is proposed to acquaint students with such facts of mind as have been gained through various sources, to help them to a better understanding of their own mental activities, and to give them power to apply this knowledge.

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*Absent on leave for the year.

IN BOTH PAIDOLOGY AND PSYCHOLOGY facilities are afforded for laboratory and field work whereby much of the work is carried on by observation and experimental methods, so that not only is there opportunity given for learning the subject matter, but also for applying the work so as to give further power that will greatly aid in mental growth.

The details of the work of this Department are given herewith. All the courses give full college credit and, where not required, can be elected by students in any of the colleges of the University.

I. COURSES FOR UNDERGRADUATES

1. PSYCHOLOGY (INTRODUCTORY)—The aim of this course is to give an outline of the subject in order to acquaint the student with phenomena and laws of mental life and to train him in simple experimentation. The text-book used will be Phillsbury's *Essentials of Psychology* supplemented by Angell's *Psychology*, with references to other texts. Throughout the year; recitations, Section I, 8:30, Monday, Wednesday, Section II, 2:00, Monday, Wednesday; laboratory three hours per week (2500 min.) at hours as assigned. In the second semester Section II will not begin till April 27, in order to accommodate students entering about that time, and the recitations will be five times a week. Three hours of collegiate credit each semester. Open to all.

2. PAIDOLOGY (INFANCY).—In this course will be taken up the first period of life after birth, a knowledge of which is so important for the better understanding of the periods following. There will be studied both the physiological life of the being at this time, including the diseases of infancy, the beginnings of language, volition, and motor ability, the rise and development of the senses, etc., and also the care and attention needed by the infant as a basis for future growth. The references will be works on the diseases of infancy together with studies on growth and development, as Preyer's *Development of the Intellect*,

Preyer's *Senses and Will*, Shinn's *Notes on the Development of a Child*, Griffith's *Care of the Baby*, and Forsyth's *Children in Health and Disease.* Second semester; recitations 10:30 Monday, Wednesday; laboratory and field work 3 hrs. per week (2500 min.), one hour at 3:00 and the others as assigned. Three hours of collegiate credit. Open to all.

3. PSYCHOLOGY (COMPARATIVE)—This course will consist of a study of the development of intelligence in animal life as going along with the development of the nervous system as presented through behavior. With the texts to be used will be found Washburn's *Animal Mind.* Yerkes's *Dancing Mouse*, Morgan's *Introduction to Comparative Psychology*, Jennings's *Lower Organism* , Watson's *Animal Education*, and Thorndike's *Animal Intelligence.* First semester; recitation 7:30 Tuesday, Thursday; laboratory and field work 3 hrs. per week (2500 min.), at hours as assigned. Three hours of collegiate credit. Open to sophomores and of higher rank and in some cases to Freshmen.

4. PAIDOLOGY (CHILDHOOD)—In this course the time of childhood is taken up. The general characteristics of this period growth, disease, the senses, mental and physical development etc., are studied. Also observations and studies of children are carried on in the field and in the laboratory. Among the magazines referred to in the course are the *Pedagogical Seminary*, *Studies in Education*, and the *Paidologist;* among the books are Oppenheim's *Development of the Child*, Thorndike's *Notes on Child Study*, Chamberlain's *The Child*, Kirkpatrick's *Fundamentals of Child Study*, Sully's *Study of Childhood*, and Warner's *Study of Children.* First semester; recitations 7:30 Monday, Wednesday; laboratory and field work 3 hrs. per week (2500 min.), one hour at 3:00 and the others as assigned. Three hours of collegiate credit. Open to sophomore and to higher rank.

5. PSYCHOLOGY (GENETIC)—Under this course will be studied and compared the physchological development as shown by the child and the race. Among the topics to be considered will be the meaning of infancy, habits of growth and activity, physical development as related to mental development, and

the interests and impulses of the child and the race. Works relating to the mental development of the child and of the race, as, Baldwin's *Mental Development in the Child and in the Race*, Kirkpatrick's *Genetic Psychology*, Tracy's *Psychology of Childhood*, King's *Psychology of Child Development*, Fiske's *Meaning of Infancy*, with other psychological texts, will furnish the material for this course. Second semester; recitations 7:30 Monday, Wednesday; laboratory and field work 3 hrs. per week (2500 min.), one hour at 3:00 and the others as assigned. Three hours of collegiate credit. This is intended primarily for those completing the course for Elementary Teachers in the State Normal College. Open to Sophomores, who have completed one semester of psychology.

6. PAIDOLOGY (ADOLESCENCE)—This includes the time of boygirlhood and youth. It is intended to give a knowledge of this so important time in the life of the young, directing attention to the remarkable growth and the changes that take place, taking up the characteristics of this period, with the mental and moral conditions that occur. Some of the magazines and books used are the *Pedagogical Seminary*, *Psychological Clinic*, *Journal of Adolescence*, Gross's *Play of Man*, Claparède's *Experimental Pedagogy and Psychology of the Child*, Latimer's *Girl and woman*, Hall's *Adolescence*, Starbuck's *Psychology of Religion*, and Ellis's *Man and Woman*. Second semester; recitations 7:30 Tuesday, Thursday; Laboratory and field work 3 hrs. per week (2500 min.), one hour at 3:00 and the others as assigned. Three hours of collegiate credit. Open to Sophomores and higher rank.

7. PSYCHOLOGY (EXPERIMENTAL)—A study will be made of the subject matter of experimental psychology, together with demonstration of apparatus and methods of investigation, so as to familiarize students with this work; also the students will perform a series of experiments selected to furnish them practice in the use of apparatus, to acquaint them with the methods of experimental psychology, and to give them power to formulate results of experimentation. The texts used will be Titchener's *Text-book, of Psyshology*, Sanford's *Experimental Psychology*, and Myers's *Text-book of Experimental Psychology*,

with reference to other works on psychology. Throughout the year; recitations 9:30 Tuesday, Thursday; laboratory 3 hrs per week (2500 min.), at hours as assigned. Three hours of collegiate credit each semester. Open to Juniors and higher rank and in some cases to Sophomores.

8. PAIDOLOGY (UNCIVILIZED AND HISTORICAL CHILD)—In this course will be studied the child as found among uncivilized, semi-civilized, and historical peoples. Some of the topics considered under the first subject are the relations of child and parent, care of child, deformation of children, games and plays and songs. Under the last heading is considered the child as found among the nations of ancient times, in Medieval Europe, and earlier United States. Comparisons are made in these studies with the child as found at present among civilized peoples. Such works are consulted as the *Smithsonian Reports*, Chamberlain's *Child and Childhood in Folkthought*, Bancroft's *Native Races of the Pacific State*, Kidd's *Savage Childhood*, *Guhl and Koner's Life of the Greeks and Romans*. Headland's *Chinese Boy and Girl*, Gray's *Children's Crusades*, and Earl's *Child Life in Colonial Days*. First semester; recitations 8:30 Tuesday, Thursday; laboratory and field work with children 3 hrs. per week (2500 min.), one hour at 3:00 and the others as assigned. Three hours of collegiate credit. Open to Juniors and of higher rank and in some cases to Sophomores.

9. PAIDOLOGY (ABNORMAL CHILD)—Defective children, delinquent children, dependent children, wildings, and exceptional children are studied under this heading, knowledge of the first four classes leading up to a better comprehension of exceptional children, who need so much to be studied and understood. Some of the works used are Wade's *Deaf-Blind*, Folks's *Care of Destitute, Neglected and Delinquent Children*, Morrison's *Juvenile Offenders*, *Riis's Children of the Poor*, and Travis's *Young Malefactor*. Second semester; recitation 8:30 Tuesday, Thursday; visitations to institutions on Saturdays. Three hours of collegiate credit. Open to Juniors and higher rank and to Sophomores who have completed at least one semester of paidology.

II. COURSE FOR ADVANCED UNDERGRADUATES AND GRADUATES

10. PSYCHOLOGY (SOCIAL AND INDIVIDUAL)—This course will include a study of the individual in his own activities and as modified by groups of individuals as found in the crowd, the mob, the assembly, and other gatherings social, religious, business, studying especially the influence of suggestion, imitation, and leadership. Among the works used in this course will be Eucken's *Problem of Human Life*, Ames's *Psychology of Religious Experience*, Ward's *Psychic Factors of Civilization*, Baldwin's *Individual and Society*, Lydston's *Diseases of Society and Degeneracy*, Le Bon's *The Crowd*, Fite's *Individualism*, and Scott's *Increasing Human Efficiency in Business.* First semester; recitations 10.30 Tuesday, Thursday; laboratory and field work 3 hrs. per week (2500 min.), at hours as assigned. Three hours of collegiate credit. Open to Seniors and Graduates and to Juniors who have completed at least one semester of psychology.

11. PAIDOLOGY (PRENATALITY)—This study will include the time of the child before birth. This period will be studied to ascertain what are the conditions of life at this time, what effects are produced here, the necessary care to be given, the problems of heredity and environment, and other matters connected with this period of life, which are of such vital importance to the whole future life of the child. The works consulted are such as Minot's *Embryology*, Bateson's *Method and Scope of Genetics*, Davenport's *Race Improvement through Eugenics*, Heisler's *Text-book of Embryology* Thompson's *Heredity*, Marshall's *Physiology of Reproduction*, and Kellicott's *Social Direction of Human Evolution.* First semester; recitations 10:30 Monday, Wednesday; studies on children 3 hrs. per week (2500 min.), at hours as assigned. Three hours of collegiate credit. Open to Seniors and to Graduates and to Juniors who have completed at least one year of paidology.

12. PSYCHOLOGY (ABNORMAL)—A study of mental disorders, as insanity and degeneracy, and of abnormal phenomena, as hallucinations, hypnoses, speech defects, etc. Clinics

are held at the State Hospital for the Insane, located at this place. The students in this course in connection with those in abnormal Paidology have visited The State Institution for Feeble Minded, The State School for the Blind, The State School for the Deaf, and the State Hospital for the Insane, all located at Columbus; The State Hospital for Epileptics, at Gallipolis; The State Girls' Industrial Home, at Delaware; The State Boys' Industrial School, at Lancaster; The State Hospital for the Insane, and the Athens County Children's Home, both located at Athens; The Athens County Infirmary, at Chauncey; and the Juvenile Court of Franklin County' at Columbus. Such works are consulted as Störring's *Mental Pathology in Its Relation to Normal Psychology*, Janet's *Major Symptoms of Hysteria*, Church and Peterson's *Nervous and Mental Disorders*, Jastrow's *The Subconscious*, Ellis's *The World of Dreams*, and Tanner's *Studies in Spiritism*. Second semester; recitations 10:30 Tuesday, Toursday; clinics at the Athens State Hospital for the Insane at 3:00 on Fridays; visitations to institutions on Saturdays. Three hours of collegiate credit. Open to Seniors and to Graduates and to Juniors who have completed at least one year of psychology.

13. PAIDOMETRY—In this course it is purposed to study the growth and physical development of children. Among the works consulted will be Rowe's *Physical Nature of the Child*, Hasting's *Manual of Physical Measurements of Boys and Girls*, Gulick and Ayres's *Medical Inspection of Schools*, Tyler's *Growth and Education*, Whipple's *Manual of Mental and Physical Tests*, and Lovett's *Lateral Curvature of the Spine and round Shoulders*. Second semester; recitations 10:30 Monday, Wednesday; laboratory 3hrs. per week (2500 min.), one hour at 3:00 and the others assigned. Three hours of collegiate credit. Open to Seniors and to Graduates and to Juniors who have completed at least one year of paidology.

14. THESIS WORK—Students who may elect to work out their senior theses in this department must have had sufficient work in paidology and psychology to acquaint them with various phases of paidological and psychological phenomena, at least two years completed in the department by the close of the senior year, exclusive of the thesis. Also under the rules of the Uni-

versity thesis work must be determined upon, and the head of the department in which the work is to be done consulted, before the opening of the first semester, and the work is to continue throughout the year. Those desiring thesis work in this department and who are ready for it will be given such subjects as may be suited to their acquirements and tastes. Throughout the year; 2 hrs. per week (4000 min.), at such hours as assigned Three hours of collegiate credit.

III. COURSES FOR GRADUATES

This University offers graduate work for the master's degree only and for that a year of resident work is required. The requirements are for a major subject and two minor subjects, with a thesis in the major department. In this department, either a minor or the major subject may be elected from the courses under II above (Courses for Advanced Undergraduates or Graduates) or from the courses below, as may be determined upon by the head of the department after consultation with the candidate. The courses below will be given on Saturdays if there is a demand for them.

15. PSYCHOLOGY (ADVANCED)—This will be a laboratory and seminary course. Readings from books, periodicals, and the like, will be used for the seminary work. The laboratory work will be of an experimental nature and selected for use in this course. Throughout the year, recitations and laboratory at such hours as may be arranged for. Three hours of advanced credit each semester. Open only to graduates.

16. PAIDOLOGY (ADVANCED)—This will be a laboratory and seminary course. Readings from books, periodicals, and the like, will be used for the seminary work. Lines of investigation of children in the laboratory and child life in the field will be carried on and results formulated. Throughout the year, recitations and laboratory and field work at times as may be arranged for. Three hours of advanced credit each semester. Open only to graduates.

17. THESIS WORK—A graduate student who may elect his major subject for the master's degree in paidology or psychology will choose some theme in which he is interested and pre-

pared to follow out to some conclusions of profit. Facilities for working on such a problem will be afforded one who is ready to carry on such investigations.

V. COURSES FOR THE SUMMER SCHOOL

PAIDOLOGY (CHILDHOOD)—This course includes the period of child life from about three years of age till near ten years of age, children as found in the primary grades and the Kindergarten. The general characteristics of childhood, diseases of this period, the senses, mental and physical development, care of children, etc., are studied. Also observations and studies of children are carried on in the field and in the laboratory. Recitations, 7:00, five days a week. Laboratory at hours assigned. Two hours of collegiate credit. Open to all.

PSYCHOLOGY (INTRODUCTORY). The aim of this course is to give an outline of the subject in order to acquaint the student with the phenomena and laws of mental life. Besides the class-room work there will be given laboratory work in simple experimentation. The text-book will be Pillsbury's *Essentials of Psychology*. Recitations , 7:50, five days a week. Laboratory at hours assigned. Two hours of collegiate credit. Open to all.

PAIDOLOGY (BOYGIRLHOOD).—This course covers the period from about ten years of age till near fifteen years of age, including boys and girls as found in the grammar grades and the lower high-school grades. Attention is directed to the remarkable growth and the changes that take place and to the conditions, etc., of this time of life. Also observations and studies of boys and girls are carried on in the field and in the laboratory. Recitations, 9:00, five days a week. Laboratory at hours as assigned. Two hours of collegiate credit. Open to all.

PSYCHOLOGY (EXPERIMENTAL)—This is the beginning course offered for those who may want more advanced work in psychology than of the introductory course. The work in both class-room and laboratory will be of a more advanced nature than in the introductory course. The text-book will be Titchener's

Text-book of Psychology. Recitations, 9:50, five days a week. Laboratory at hours as assigned. Open to all.

PAIDOLOGY)EXCEPTIONAL CHILD)—Under the exceptional child are included children not of normal type. Among such children are found the dull, the backward, those with speech defects, anemic children, children with defective sight children with adenoid growths, defective hearing children, children with physical deformities, children with moral defections, and also may be placed here the precocious and the exceptionally bright children. The work will be carried on in class and field and laboratory. Recitations, 10:40, five days a week, laboratory at hours as assigned. Two hours of collegiate credit. Open to all.

DEPARTMENT OF MATHEMATICS

PROFESSOR MILLS

1. ARITHMETIC—The course in Arithmetic comprises the work of two semesters, but only the second semester is required of high school graduates unless it should appear that they are in special need of both. Accuracy and rapidity in performing the operations in the solution of problems is the first aim in the study of this subject. These accomplishments are brought about through the use of carefully prepared exercises and drills in the four fundamentals and in fractions. The text-book used in the first term's work is Milne's *Practical Arithmetic*, and the work in this book is completed to the subject of Partial Payments. Ray's *Higher Arithmetic* is the text-book for the second term's work. Much material is chosen from Mills's *Arithmetic Analysis*, and other widely used texts. The subjects especially emphasized in this semester's work are the following applications of Percentage: Profit and Loss, Interest True and Bank Discount, Stocks and Bonds, Commission, Exchange, and Equation of Payments. Other subjects which receive special attention are Arithmetical Analysis, Involution and Evolution, and the very important subject of Mensuration. The one important result, a proper understanding of the reason for every step necessary to the solution of a problem, is kept

constantly in mind throughout all the work in Arithmetic. Forms of solution and methods of teaching receive special attention.

2. ALGEBRA—Wells's *Secondary Algebra* is the text for the first semester, and is completed through factoring. Fisher and Schwatt's *Higher Algebra* is the text for the second semester and is completed to Harmonical Progression.

3. PLANE GEOMETRY—Lyman's *Plane Geometry* is the text-book used. In this work students are encouraged to form the habit of original investigation. Terseness and technical accuracy of statement are constant requirements, and much emphasis is given to the application of the principles of Geometry to Arithmetic.

4. SOLID GEOMETRY—Solid Geometry will be given the first half of the second semester. This work will include the fundamental propositions in planes and solid angles, polyhedrons and the sphere, with a great variety of original exercises. Lyman's *Plane and Solid Geometry* is the text-book used.

5. DESCRIPTIVE ASTRONOMY—One semester's work is devoted to this subject. A text-book is used, but topical method of recitation is followed, and students are encouraged to seek information from the standard works of Astronomy in the library. Students are made familiar with the Zodiacal and Circum-polar Constellations, the principle stars and planets. The University is supplied with a good telescope and all the apparatus necessary to efficient work in this study.

NOTE—For the course in Solid Geometry, Advanced Algebra, Trigonometry and Surveying, and electives in Methematics, see description of courses in the College of Liberal Arts. The courses in Arithmetic and Beginning Algebra are offered each semester.

NORMAL ART DEPARTMENT

MISS BRISON, *Head of Department*
MISS EDWARDS, *Instructor*
MISS PATTERSON, *Assistant*

Drawing and Hand Work have obtained their present place in public-school courses because our most noted educators believe in their educational value. This work is taught primarily not to make artists and artisans but as a means of improving the public taste and the general culture. Training along these lines helps the individual to choose and create for himself, and thus greatly helps to bring about individuality of thought and expression. The manual arts should be taught for the sake of the individual student; and his needs should form the basis of the course of study.

In the following courses the work and exercises will be given with this in view, that the student may not only learn how to do the work himself, but how it should be taught to children.

In the art courses, pencil, charcoal, colored crayons, water colors, oil colors, India ink. etc., are included in the materials used. It is thought best to have the student familiarize himself with all of these mediums, as their use varies in the different public schools.

FIRST SEMESTER

1. SCHOOL DRAWING—One hour. Freshman required. Object drawing, elementary applied design, and some mechanical drawing.

3. HAND WORK—Two hours. Required. A course in cardboard construction, knife work, clay modeling, weaving, rafia and reed work planned for primary and intermediate grades, but suggestive for a course for higher grades is given in each semester.

4. BOOKBINDING—Two hours. Elective.

SECOND SEMESTER

2. SCHOOL DRAWING—One hour. Freshman required.

Theory of color, perspective and methods of teaching drawing. Type problems for public schools will be worked out and provision made for observation in the Training School.

3. HAND WORK—Two hours. Required. Same as in first semester.

5. APPLIED DESIGN—Two hours. Required in the course in Home Economics. this course presupposes the student to have had Course I.

6. ART APPRECIATION—One hour. Elective. This course takes up art principles and applies them to pictures, interior decorations, architecture, etc.

COURSE FOR DRAWING TEACHERS AND SUPERVISORS

Courses leadind to a certificate in School Drawing are offered for those who wish to teach that subject. These students will be expected to take work in free-hand and mechanical drawing in the departments of art and civil engineering respectively, besides the courses in Drawing and Elementary Manual Training in Normal College. In most cases the drawing teacher arranges his courses in correlation with the work of the different schools in which he is teaching, therefore he has to be an originator of courses as well as teacher. Hence, it has been found necessary, to require the student to take certain educaional subjects or have a somewhat liberal education in addition to his work in drawing. Unusual advantages are offered to students in that they are enabled to study with the different University instructors, giving a standing to their work not possible in a Normal School not connected with a university.

FIRST SEMESTER

7. DESIGN—Two hours. Required throughout a year. This course deals with pure and applied design, and presupposes the student to have had Courses 1 and 2.

9. COMPOSITION AND METHODS—Four hours. Required throughout a year. High-school, elementary, and grammar grade problems will be discussed. Stories and poems will be

illustrated. Landscape, figure and flower composition will be attempted. There will also be sketching from the model and blackboard work.

SECOND SEMESTER

8. DESIGN—Two hours. See Course 7.

10. COMPOSITION AND METHODS—Four hours. See Course 9.

FREE-HAND DRAWING—See courses in drawing and Painting in the College of Liberal Arts.

MECHANICAL DRAWING—See courses in Civil Engineering in the College of Liberal Arts.

Students taking the Normal College courses leading to a degree may take the drawing course as elective, obtaining a diploma in school drawing as well as a degree at the end of the four-year course.

DIPLOMA COURSES—Courses for supervisors and teachers in public-school drawing are outlined in detail in the statements of the various courses in the Normal College, on another page.

PUBLIC SCHOOL MUSIC

MISS LISTON, *Instructor*

THE AIM of this Department is two-fold. First—a general study of the rudiments of music, for grade teachers. This work is required of all students taking the regular Elementary Course in the Normal College. The purpose of this is to acquaint the teacher with a sufficient knowledge of Music to be able to carry on the work intelligently under the instruction of a Supervisor, or, if necessary, to give such direction himself.

One year's work is required. The first half of each semester is given to a study of the underlyng principles of all the technical difficulties of music as found in the public-school course of eight years. In the second half of each semester, the professional side of the subject is considered as thoroughly as possible with attention to practical methods as needed in schoolroom teaching.

All students completing this course will receive a Special Diploma. Sufficient time to earn this Diploma is given, and admission is based upon graduation from a high-school of the first grade or equivalent scholarship. Students entering without equivalent scholarship may take work in the Preparatory School.

For those without knowledge of music, two years will be necessary to complete the course, but those who have some knowledge of piano and voice may be able to complete the course in less time.

The following is a brief description of the work offered in this Department towards the completing of this Special Course.

1. NOTATION—Practice in rapid blackboard work in the writing of musical signs, and in a knowledge of their use.

2. SIGHT SINGING—Individual and class drill in singing at sight, without accompaniment, melodies in all major and minor keys. An intelligent study of rhythm, phrasing and expression.

3. EAR TRAINING—Systematically graded exercise to quicken the musical hearing. Oral and written reproduction of melodies in all keys.

4. CHORUS—A series of practical lessons in the study of material suitable for use in High-School and Upper Grammar Grades. The possibilities of the school chorus investigated. Use of the baton as a dignified means of keeping chorus together. Each member of class taught to direct.

5. ADVANCED SIGHT SINGING—A class for those who are to become Supervisors of Music. A study of the different music system in common use is taken up in this class.

6. METHODS--Principles of education as applied to the teaching of music. Courses of study planned, for all grades from First Year through the High-School. Special study of the voice. Study of Song material suited to the various years of school life. Rote Songs, how to select, to teach, and use them. Special attention paid to Folk Songs and Singing Games.

7. OBSERVATION AND TEACHING—180 hours teaching and observation are required for this course. During the first year the pupil-teacher observes music teaching in different grades, and reports on same to Music Supervisor. As soon as students are prepared they begin teaching in the Training Schools, and

as they acquire skill in teaching music in all the grades under supervisions, they become experienced teachers of Public School Music upon finishing the course.

For a detailed statement of this two-year course for Supervisors of Public School Mnsic, see the Course of Study on the following pages.

ENGLISH LITERATURE AND COMPOSITION

PROFESSOR WILSON

MISS KALER

1. COMPOSITION—TEACHERS' COURSE—Extensive practice in writing themes. A study is made of Narration and Exposition. Methods of teaching composition are discussed. Two hours, first semester. Several sections.

2. COMPOSITION—TEACHERS' COURSE—A continuation of Course 1. A study of Description. Argumentation, and the Story. Two hours, second semester.

3. LITERATURE FOR THE PRIMARY GRADES—A study of representative myths, fables, folk-lore, fairy tales, and of two great epics. The purpose of the course is to deal witn source material. Method work. Two hours, second semester. Course 1 must precede Course 3.

4. LITERATURE FOR THE GRAMMAR GRADES—A study of the folk-lore suitable for these grades. Much material is selected from the Arthurian and Nibelungen cycles. Selections in prose and poetry from English and American writers. Two hours, second semester. Course 1 must precede Course 4.

5. AMERICAN POETRY FROM 1811 TO 1890—This course is based upon the material given in Page's *The Chief American Poets*. Discussions and written work. Two hours. First semester. Course 1 must precede Course 5.

6. ENGLISH POETRY FROM 1798 TO 1896—This course will largely follow the poetry selected in Page's *British Poets of the Nineteenth Century*. Three hours, Second semester. Course 1 must precede Course 6.

7. ENGLISH DRAMA FROM 1508 TO 1642—A study of many of the minor Elizabethan dramatists and some of the greater

contemporaries of Shakespeare. The development of the drama is emphasized. Library work; reports and discussions. Open to juniors and seniors. Three hours. Second semester, Elective.

8. THE POETRY OF MILTON—In addition to a study of the poetry, there will be collateral reading assigned in Milton's prose and on questions of contemporaneous history. Elective; open to juniors and seniors. Two hours. First semester. Given in 1914.

9. THE ENGLISH ESSAY—Its origin and development. A study of the representative essayists. Elective. Two hours, second semester. Open to upper classmen.

10. ENGLISH LITERATURE IN THE EIGHTEENTH CENTURY—Prose writers of the Qneen Anne age. A study of the different movements of the period. Selections in poetry and prose. Elective; open to juniors and seniors. Two hours, second semester.

11. LITERARY HISTORY OF AMERICA—A study of American prose writers. Its development and trend will be followed. Library work and discussions. Elective; open to juniors and seniors. First semester. Two hours.

CIVIC BIOLOGY AND BOTANY

PROFESSOR WILLIAM A. MATHENY

The work in this department is as followows:

FIRST SEMESTER			SECOND SEMESTER		
1.	First Year Botany	3	6.	First Year Botany	3
2.	Ecology	2	7.	Plant Histology	2
3.	Plant Pathology	2	8.	Plant Pathology	2
4.	Civic Biology (Sec. 1)	3	9.	College Botany	3
5.	Civic Biology (Sec. 2)	3	10.	Civic Biology	3

In all these studies the idea of civic and community welfare is place foremost. The practical and human interest side of these sciences is strongly emphasized with the aim of best serving the needs of the teacher and of citizenship in general.

THE LABORATORY AND FIELD METHODS of study will be followed almost entirely. For this purpose ample apparatus and a school garden have been provided. Attention will be given to the planning and construction of simple apparatus whereby important natural laws can be demonstrated in an inexpensive manner.

1. FIRST YEAR BOTANY—This course will run throughout the year and is required in all courses. It will be a consideration of plants in their practical relation to every-day life, and will be especially adapted to the needs of teachers, In the Fall and Spring, work in the school garden will be required. *Practical Botany* by Bergen and Caldwell is the text. One recitation and two laboratory periods per week.

2. ECOLOGY—A study of plants as they are related to their environment. *Ecology* by Coulter, Barnes and Cowles will be the text. Two hours.

3, 8. PLANT PATHOLOGY—Plant diseases as they affect farm crops, gardening, orchards, etc. will receive extended attention in this course. *Fungus Diseases of Plants* by Duggar will be the text used. Two hours.

4, 5, 10. CIVIC BIOLOGY—This is a study devoted to the every-day problems presented to us by the living forces in nature. Modern Biology is rapidly extending its influence into all avenues of human activities and national life. This branch, Civic Biology, aims to reach the common schools and community life through the agency of the teacher. While evolution is not lost sight of in this work, it is by no means placed foremost, neither is it intended to train specialists. The course centers about the child, the home, and state in their most common relations to living nature. Required in Normal College courses. Three hours.

7. PLANT HISTOLOGY—A laboratory course in the microscopic anatomy of plants. *Plant Histology* by Chamberlain will be used. Two hours.

9, 10. COLLEGE BOTANY—Plant Morphology and Physiology will be taken up in this course. It will be a study in plant evolution with special reference to the algae and the fungi. Required in the Agriculture Course and is optional with Zoölogy in the College of Liberal Arts. Three hours.

AGRICULTURE

PROFESSOR W. F. COPELAND

ASSISTANT PROFESSOR O. E. DUNLAP

Summary of Courses in School Agriculture

Course.	Subject.	Semester.	Year.	Total credit.
1.	General Agriculture	First or Second	Fresh	3
2.	Horticulture	First	Fresh	3
2.	Horticulture	Second	Fresh	2
3.	Soils	First and Second	Soph	4
4.	Forestry	First and Second	Fresh	4
5.	Form Animals	First	Soph	3
6	Form Crops	Second	Soph	3
7.	Evolution and Heredity	First	Soph	3
8.	Rural Economics or Commercial Law	Second	Soph	3
9.	Home Gardening and Floriculture	Second, Elective		3

THE DEPARTMENT OF AGRICULTURE was established in June, 1911. Previous to that time instruction in agriculture was given in the Department of Elementary Science. Courses had been given for three years and the increasing demand for such work justified a new department. The primary purpose is to equip teachers for giving instruction in agriculture in the public schools. On account of present conditions it is necessary to modify this aim to some extent and give lessons regarding subject matter as well. The department is being equipped with modern apparatus whereby important lessons can be demonstrated. Provisions are made for enlarging this equipment as fast as is advisable for efficient work. In the laboratory, students are instructed in seed testing, soil studies, a study of plant life under laboratory conditions, farm plans, machines, and the use of the more common and practical pieces of agricultural apparatus. Such studies are planned for the winter season. During the summer season as far as possible lessons will be demonstrated in the field where plants and animals are living under ordinary conditions. The department has an excellent agricultural library and a new greenhouse for indoor work.

Provisions is now made for a two-year course, at the completion of which students are granted a diploma in School Agriculture. A summary of this course is given above and a complete outline by semesters elsewhere in this catalogue.

COURSE I. GENERAL AGRICULTURE—This is a two-hour course during the first semester and a three-hour course during the second semester. Work is conducted on the laboratory and recitation plan. Fcr demonstration use is made of the common garden, field and orchard crops. Other features of the farm and farm-life will receive equal consideration. Credit, two hours for the first semester and three hours for the second.

COURSE II. HORTICULTURE—This is a three-hour course for the first semester and a two-hour course during the second semester. Total credit, five hours. The lectures, recitations and reports will aim to give a general view of the subject. During favorable weather the laboratory work will be done in the field.

COURSE III. SOILS—Soils will be studied both in the field and in laboratory, chemically and physically. This is a laboratory course and will meet twice each week for two periods. Credit two hours per semester.

COURSE IV. FORESTRY—This course aims to give students a knowledge of forest conditions, their distribution, and the possibilities in tree planting. As far as possible this is done out in the field where the importance of trees can be considered as soil-makers, wind-breakers, and money-makers. Both the economic and æsthetic values wlil be considerd. Emphasis is placed on the value of Forestry as a school study. This is a two-hour course consisting of two field lessons per week. It is offered the first and second semester of the Sophomore year. Credit, two hours per semester.

COURSE V. FARM ANIMALS—This course is planned to give students a knowledge of the most important farm animals of the different types, and elementary lesson in feeding, balanced rations, and judging. As far as possible the animal studied will be examined by the student. One lecture and two field trips per week during the first semester. Credit, three semester hours.

COURSE VI. FARM CROPS—This course is offered during the second semester. Credit, three hours. Studies are made of field selection, crop rotation, seed selection, and artificial fertilizers. One lecture and two field lessons per week.

COURSE VII. EVOLUTION AND HEREDITY—This is the course formerly offered during the winter term. It is now scheduled for the first semester of the Sophomore year. The plan of the work is to consider a few of the prominent theories of Evolution or Heredity or both; especially those of interest to animal and plant breeders. This course presupposes some knowledge of botany and zoölogy. Three recitations per week during the first semester of the Sophomore year.

COURSE VIII. RURAL ECONOMICS—Students taking the two-year course in agriculture are allowed to substitute commercial law for course VIII. The aim of this study is to consider some of the important farm problems, such as wages, rent, labor, land, marketing,crops, and their related problems. Some time will be devoted to the possibilities of the small farm, the large farm, intensive and extensive culture, and also to consider to what extent farm operations can be foretold and directed according to a farm plan. The class will meet for three recitations per week during the second semester of the Sophomore year.

COURSE IX. HOME GARDENING AND FLORICULTURE—The aim of this course is to give the student a practical knowledge of the propagation and culture of plants usually grown in the vegetable and flower garden. Attention is given to insect pests and fungus diseases, and the means by which they are controlled. A modern green house will be used for the early propagation of plants. This course is recommended for students in Home Economics and may be substituted for one semester of General Agriculture. One recitation and two laboratory periods per week during Second Semester. Credit, three semester hours.

DIPLOMA COURSE IN SCHOOL AGRICULTURE

FRESHMAN YEAR

FIRST SEMESTER		SECOND SEMESTER	
General Agriculture	2	General Agriculture	3
Horticulture	3	Horticulture	2
Forestry	2	Forestry	[illegible]
Civic Biology	3	Civic Biology	
Rural School Didactics	3	Zoology or Botany	[illegible]
Domestic Science or Manual Training	2	Principles of Education	3

SOPHOMORE YEAR

Soils	2	Soils	2
Chemistry	3	Chemistry	3
Evolution and Heredity	3	Rural Economics or Com'l Law	3
Farm Animals	3	Farm Crops	3
Botany	2	Botany	2
History of Industrial Education	2	Electives	4

Electives to be made from the following subjects:

PROFESSIONAL STUDIES—School Administration and School Law, History of Education, Science of Education, Ethics, Secondary Course of Study, Psychology, Logic, Paidology. Supervision and Criticism, Sociology, Teaching,

OR—Agricultural Chemistry, Farm Accounts, Advanced Botany, Vertebrate Zoology, Physiography, Soils, Geology, Cement, Domestic Science, Manual Training.

Note—Students desiring to obtain the special state life cerificate in Agriculture will need a total of 30 semester hours in professional subjects, which they may do by taking 12 hours additional to the course as outlined or by making substitutions in the course, subject to the approval of the Dean of the College and the head of this department.

RURAL TRAINING DEPARTMENT

PROFESSOR RICHESON, *Supervisor*

The work in this department is designed to meet the needs of the rural teacher.

1. RURAL SCHOOL DIDACTICS—A course in Rural School Didactics is given, in which are discussed the proper attitude of the teacher towards the profession, the proper training for teachers, the relation that the school and the home bear to each other, the means of securing the best results in the school-room, the correlation of subjects, the proper combination of classes, the methods and need of supervision, the consolidation of weak Schools, and the best methods of instruction to be employed in the rural schools.

2. RURAL SCHOOL COURSE OF STUDY—Following the subject of methods as presented in the class in Rural School Didactics as shown above will be given a course in Rural School Course of Study in which a number of practical courses of study will be studied, together with a study of the Report of the Committee of Twelve. It will be the aim of this class to develop for itself a practical course of study, designed especially for use in the rural school.

3. RURAL SCHOOL SUPERVISION—Perhaps no other phase of school work is receiving more public attention at the present time than that of *Rural School Supervision*. The demand for superintendents, who are trained for the work, will no doubt be far in excess of the supply, and it will be of help to those interested in the rural schools to make preparation for this line of work.

A course in *Rural School Supervision* will be offered in each of the semesters of the year 1914-1915. Every phase of the work of Rural Supervision will be studied and special reading along this line will be required. Practically every work on rural schools and closely related subjects will be found in the library.

The class will recite twice each week and collegiate credit will be given.

Classes in Rural School Didactics and in the Rural School Course of Study will be organized about the middle of the second semester to accommodate those coming in after the close of their schools.

The department has in operation a first-class model rural school in which the work as taught in the class-room is exemplified in actual work. This model school is so located that it can be reached in a very few minutes by those taking this course.

Almost one-half of the 27,000 teachers employed in the public schools of Ohio are engaged in teaching rural schools or in small village schools where a close system of classification into grades by years is impossible. The State Normal College has made ample provision for the training of teachers for these schools and has recognized the essential differentiation in the function and needs of such schools as compared with those of cities and the large towns. The course for rural teachers makes ample provision for Observation and Practice in the Training School established for the special purpose of training rural teachers. In this Training School, divided into three rooms, are to be found in the eight grades. Each room is presided over by a skilled teacher who is a graduate of the State Normal College and who has had several years of successful experience in teaching. Over these three critic teachers is an experienced supervisor, a graduate of the State Normal College, with the bachelor's degree, who teaches professional and academic subjects in the State Normal College.

THE TWO YEAR COURSE provided for rural teachers does not require graduation for a four-year high school as a prerequisite for admission. However, no diploma under the Hawkins Law can be granted for the completion of this course. For this reason, provision will be made for graduates of four-year high school course to take the regular two-year course in elementary education, in which the special courses in Rural Methods, Observations and Practice, and Rural School Course of Study will be substituted for courses in similar subjects required in that course. Then the graduate from the Rural School Course will be granted a diploma which will have the same value and receive the same recognition as a diploma issued on completion of the two-year course for elementary teachers. We strongly urge high-school graduates to take this course, for the rural schools of Ohio are very much in need of teachers who have received training equal to the training required of teachers for the town and cities. Students who have completed the work of the first year of the course as outlined on another page, will be permitted and required to teach in the Rural Training School.

DEPARTMENT OF GEOGRAPHY

PROFESSOR RICHESON

THE COURSE in Physiography will be research work entirely. It will be the aim of this course to develop the subject in a logical manner, taking up such parts of Physical Geography as are essential to the study of Political and Ccmmercial Geography, after which the topical method of developing these phases of the subject will be pursued. This work will also be devoted, in part, to the study of methods.

In Physical Geography, no efforts will be made to encourage the memorizing of the work, but no pains will be spared to develop the thought. In this course, besides the work of the regular text, there will be required research work, field trips, laboratory exercises, and drawings.

The Political Geography will be especially designed to meet the needs of those expecting to take the teachers' examinations. This work will be comprehensive, thorough, and of permanent value. More attention will be given to geographical and industrial development than to locative geography, although this phase of the subject will not be neglected.

A class in Political Geography will be organized about the middle of the second semester to accommodate teachers coming in after the close of their schools.

DEPARTMENT OF HISTORY AND GOVERNMENT

PROFESSOR THOMAS N. HOOVER
Asst. Professor, EVAN J. JONES

FIRST SEMESTER

1a. American History, collegiate, 3 hours.
2a. Advanced American Government, collegiate, 2 hours.
3a. Constitutional History, collegiate, 2 hours.
4a. Government of England, collegiate, 2 hours.
5a. American Statesmen, collegiate, 2 hours.

SECOND SEMESTER

1b. American History, collegiate, 3 hours.
2b. Advanced American Government, collegiate, 2 hours.
3b. Constitutional Law, collegiate, 2 hours.
4b. Methods in History, collegiate, 2 hours.

DESCRIPTION OF THE COURSES—Courses 1a and 1b offer a thorough course in the history of our own country, The usual college method is used—lectures, reference work, papers, and term thesis. The guides to the courses will be the *Manual*, and the *Epoch* Series. These courses are open to all students in any department of the University excepting preparatory.

Courses 2a and 2b offer a thorough study of the actual workings of our government—National, State, and Local. The *Manual* and Hart's *Actual Government* will be used as guides.

Course 3a is a study of the making and the ratifying of the Federal Constitution. Sources are investigated and the students report on their topics investigated.

Course 3b is carried on by the text and case method. All the leading cases bearing on the subjects are abstracted. Willoughby's *Constitutional Law* is the guide.

Course 4a deals with the present actual Government of England—National, Local, and the Empire. Lowell's *Government of England* is used as a guide.

Course 4b is specially intended for those students who desire to teach history or government.

Course 3a and 4a, 3b and 4b may be given alternate years.

Course 5a is a study of the lives of the leading Americans.

1. HISTORY OF GREECE—Lectures, outside readings, and recitations. This course deals principally with the growth of Athenian democratic institutions in relation to and in comparison with our own modern institutions. The *Epoch* series and other standard works will be used. PROFESSOR JONES. Three hours of college credit.

2. HISTORY OF ROME—A course dealing with the overthrow of monarchy, the stuggle for political equality, the expansion of the republic, the rise and fall of the empire, and the introduction of Christianity. The arts, letters, and social condition will be studied in their respective periods. Seignobos's *History of the Roman People* is the text. Three hours of college credit. PROFESSOR JONES.

3. UNITED STATES HISTORY—Review course for teachers. Commences April 27. Intended to help those teaching or those preparing for a teachers' examination. PROFESSOR JONES.

THE KINDERGARTEN SCHOOL OF THE STATE NORMAL COLLEGE OF OHIO UNIVERSITY

CONSTANCE T. MCLEOD, *Principal*

KATE DOVER, *Instructor*

This school offers a training to young women who desire to prepare themselves for professional work as kindergarteners.

It gives opportunities also for those who do not intend to become teachers, but desire this course as a means of general culture or as an aid in following other lines of work.

The Kindergarten School is an integral part of the University, so that in addition to the training in Kindergarten education, students receive instruction in other departments of the institution. As a part of the regular work in the Kindergarten School, a kindergarten is conducted where students may observe and obtain practical experience in all branches connected with such work.

Second year students attend the meetings of the Kindergarten Mothers' Association which are held once a month and so gain an insight into the organization and conducting of such meetings.

The course offered is two years in length, and leads to the diploma in Kindergarten Education. This course is given in detail on another page.

REQUIREMENTS FOR ADMISSION—Graduation from a first-class high-school or equivalent scholarship.

The course is as follows:

FIRST YEAR

First Semester—Mother Play, 1; Gifts, 2; Occupations, 1.
Second Semester—Mother Play, 2; Gifts, 1; Occupations, 1.

SECOND YEAR

First Semester—Mother Play, 2; Gifts, 2; Occupations, ½; Program Construction, ½.

Second Semester—Mother Play, 1; Stories, ½; Education of Man, ½; Program Construction, 1; Games, 1.

KINDERGARTEN THEORY AND ACTIVITIES—Under the head of Kindergarten Theory and Activities are included all those subjects which pertain especially to Kindergarten education.

FROEBEL'S *Mother Play*—A study of this work with reference to other writings of Froebel. Educational laws and life-truths are presented and insight gained into child life.

PROGRAM CONSTRUCTION—A study and discussion of the different divisions of Kindergarten work with the planning of programs for definite periods.

STORIES—A study of typical stories and of the principles governing their selection, with practice in story telling.

GIFTS AND OCCUPATIONS—Theory and Practice in use of the Kindergarten play material, known as the gifts, and the Kindergarten occupations, or hand work.

RHYTHM, SONGS, AND GAMES—A study of these with the principles underlying them.

OBSERVATION AND PRACTICE TEACHING—In the Kindergarten and also observation in the Primary School, both under supervision.

In connection with the observation and practice teaching in the Kindergarten a class is held one period a week for the discussion of the different parts of the daily work in the Kindergarten.

Observation in the Primary School and work in Primary Methods is limited to work done in the First and Second Grades.

In order to accommodate teachers who wish to gain an insight into Kindergarten theory and practice, a begining class will be organized about the middle of ths second semester if five or more students request it at that time.

DEPARTMENT OF HOME ECONOMICS

ELIZABETH H. BOHN, *Director*

MARGARET FARNAM, *Domestic Art*

ALICE SMITH *Domestic Science*

MARY O'DELL, *Home Nursing*

DOMESTIC SCIENCE AND DOMESTIC ART are the various terms that are applied to the lines of work here grouped under *Home Economics*. The term is not satisfactory, but is used because it is the one often used and more generally understood to include the full range of subjects than the others. The scope of the subject matter here outlined covers the following points: Foods and their uses, cooking, general science, sewing, textiles, drawing and house decoration, home nursing and emergencies, household management and professional subjects.

THE DEPARTMENT OF HOME ECONOMICS is housed in Central Building on the second floor. When this course was opened a modern residence was purchased and fully equipped for carrying on the work that especially pertained to household problems. Two kitchens, a laboratory, pantry, ice room and dining room afford opportunity for practice in the preparation of various kinds of food.

The Domestic Art department occupies two rooms. One large and well lighted sewing room and adjoining this is a well equipped fitting room. The lecture and recitation rooms are equipped with various household appliances.

The course as outlined is designed to fit those pursuing it to teach this subject in the elementary and secondary schools.

While it recognizes that a knowledge of the theory is essential to those who are preparing themselves for this work, it emphasizes also the practical side as very important. Practical work is given in cooking and sewing, sufficient to make the young woman skillful in her work and give her a good opportunity for instructing others.

This course is of a kind that it is practically necessary to begin the same at the opening of the first semester and continue it regularly throughout the two years. Certain subjects are elective but the entire course is compulsory for all who intend to specialize with a view to teaching the work.

REQUIREMENT—Graduation from high-school or fifteen units of preparatory work.

FEES—Fees to partially cover cost of materials are charged. See each course.

SEWING—Two consecutive hours twice a week throughout the course. Credit, two hours. Fee, $1.50 each semester.

SEWING I—This course is offered the first semester. It includes the various stitches on canvas, hems and hemming; ruffles and bands; darning stockinet and cloth; patching, flannel work; buttonholes; sewing on of buttons, hooks and eyes; making of eyelets, seam, placket and gusset work; also models illustrating the use of emproideries and laces in white work. Machine models.

Courses in sewing for elementary schools are considered and methods of presenting the work are discussed.

SEWING II—This course is offered the second semester. For those in the regular course, model sewing is a requirement. Students in other courses may elect this work. This course includes both hand and machine sewing. The practical work covers the designing and drafting of patterns, cutting and making of a four-piece set of undergarments—and the care and manipulation of machines and attachments, as hemmer, gauge, tucker and ruffler. Materials and trimmings suitable for undergarments, the comparative cost of each, and amounts necessary are considered.

SEWING III—Requirement, Sewing II. The purpose of this course is to teach the principles of dressmaking, the taking of accurate measurements, the use of a drafting system by which patterns are designed and made, the designing of ordinary garments, the choosing and economical cutting of materials. The aim also is to develop neatness, accuracy, and originality. The practical work consists in the making of a tailored waist, tailored cotton shirt, and wool dress.

SEWING IV—Requirement, Sewing III and IV. This course is a continuation of Sewing III. It includes the making of a woolen or silk waist, gingham dress and a thin fancy dress, illustrating different ways of using embroidery or lace. Both drafted and purchased patterns are used.

TEXTILES V—Two hours for the first twelve weeks of the second semester of the freshman year. Credit one hour. The purpose of this course is to give a practical understanding of the various textile fibers and processes of their manufacture that shall lead to judgment and taste in selections suited in wearing quality, adaptability, permanence of color, and harmony of design to the particular use for which they are intended.

MILLINERY VI—Designing, trimming, decoration—a study of system and harmony applied to millinery—a practical course which may lead one to specialize in this field, developing power of invention—economy and the utilization of materials by renovation—distinction and individuality is the product secured by the making of flowers and ornaments and other details.

OUTLINE OF COURSE

I. Wire Work for Fall Millinery.

Bandeaux, sticks. buckles, frames.

Design of shape of hat; handling the wire; cutting, fitting, and fastening.

II. Tinting and Renovating Materials.

Gasoline and oil paints and dyeing; selection and use of colors.

III. Bow Making.

Tissue paper bows, even and uneven loops, rosettes.

Use of silk ribbon.

IV. Millinery Stitches.

Slip, catch, saddlers', lacing.

V. Plaitings.

Box, single, double, rose.

Handling of a variety of materials; determination of color harmonies.

VI. Folds.

Milliners', French.

VII. Buckram Frame.

Designing of hat; shaping the material to suit prevailing styles; finishing the frame.

Covering, trimming, lining.

VIII. Street Hat for Spring Millinery.

Wire frame, covering, straw sewing, trimming; finishing the hat.

ART NEEDLE WORK VII—Aims to give essentials of good design as applied to art needlework—to apply this knowledge to articles of use, either clothing or house furnishing—to develop taste, skill, neatness, accuracy, and good judgment in work—to show the arrangement and development of the subject—to show its use in public school classes—to give methods of presentation.

OUTLINE OF COURSE

I Crocheting.

Stitches:—chain, slip, single crochet, double crochet, and triple crochet.

Mat:—method of widening; individual problem:—making article from printed directions.

II Knitting.

Casting on stitches; plain and plural stitches; binding off.

III Ornamental Darning.

Design planned by student; transferring designs; darning stitch; outlining design.

VI Applique.

Study of suitable materials, design, and color combinations in house furnishing.

Cutting of design; applying design to background; couching stitch; finishing articles.

V Cross Stitch.

Methods of working coarsely woven materials; over canvas; appearance of right and wrong sides; removing canvas; suitable materials and study of design.

VI Hemstitching and Sweedish Weaving.

Materials; measuring of hem; pulling threads; hemstitching; method of weaving.

VII Scallops.

Materials; design; working, outlining, padding, blanket stitching, cutting out, purling edge.

VIII French Embroidery.

Padding:—German;—running stitch; chain; lily.

Working leaves:—satin stitch; half satin stitch; half seed stitch.

Working dots:—solid; solid with stitching stitch; French knots; past stitch with outline.

Working eyelets:—round: overcast, shaded, and blanket stitching; oval: cutting, overcasting.

Working stems:—outlined; solid, straight, and slanting.

Working initials:—outlining; padding with running stitch, German, chain stitch, satin stitch.

COOKING VIII—Two consecutive hours twice a week throughout the course. Credit, two hours. Fee, $2.50 each semester. This, course consists of practical work in the prepration, cooking; and serving of the following classes of foods—vegetables, cereals, fruits, starches, batters and doughs, beverages, soups, candies. meats. Special attention is given to the proper methods of work in the kitchen, to cleanliness, neatness, and accuracy of work.

COOKING IX—This course is a continuation of Course VIII, and is planned to apply the principles developed in that course to problems more difficult in manipulation and more complex in combination of food materials.

COOKING X—Continuation of Cooking VIII and IX. Practical work in canning and preserving, in cakes, pastries and preparation and serving of foods for the sick and convalescent. Special stress is laid on dainty and attractive service of foods prepared.

COOKING XI—Continuation of Cooking VIII, IX and X. Practical work in salads, sandwiches and chafing dish cookery hot and cold desserts. Dishes of more complicated nature are taken up in this course. Special attention is given to planning menus and formal services. Practical work is given in serving of breakfast, dinners or luncheons.

FOOD STUDY XII—This is a 3-hour course throughout the first semester. It includes the study of food principles, their source, composition and food value, also a brief study of digestion, digestive juices, and their action. Each food principal is studied as to composition, physical properties, influence on digestion, digestion in the various digestive organs, absorption, circulation, excretion and storage. A complete and systematic study is made of various food stuffs as to source, composition, structure, digestibility, food value, manufacture, cost and preparation. The course consists of lecture and reference work. Food Study runs parallel with Cooking VIII and IX.

HOUSEHOLD MANAGEMENT XIII—Three-hour course through-out the first semester. In this course are considered the problem of house administration with reference to structure, sanitation, furnishing, methods of cleaning; business management of the household, namely: division of income, household accounts including daily and weekly schedule, division of labor, domestic service, social, industrial and ethical relations of the home. Practical work is given in marketing, planning and erving of meals and general care of the house. Lectures on laundry work, cleansing of fabrics, removal of stains, etc., are given in this course. The laboratory work consists of practical laundry work according to methods presented in class. The equipping and care of the laundry are considered.

HOME NURSING XIV—This is a two-hour course for the last six weeks of the second semester. The aim of this course is to teach the care of the sick in the home, to enable one to assist intelligently in the sick-room, and to handle emergencies in the house and elsewhere. It includes the location, care, furnishing and ventilation of the sick-room; the care of the patient, as to feeding, bathing and dressing; application of poultices and bandaging. Text—*Practical Nursing*, by Maxwell and Pope.

DIETETICS XV—This is a three- hour course throughout the second semester. This course deals with the nutritive value, digestibility, and cost of various foods. Dietaries for persons of different ages, under different conditions, and engaged in various occupations are computed.

HISTORY AND ORGANIZATION OF DOMESTIC SCIENCE AND ART XVI—This is a one-hour course throughout the second semester. The origin and growth of domestic science and art, their place in the school curriculum, the correlation of domestic science and art work with other subjects taught in the public schools, the planning of a course of study and its adaptation to conditions existing, equipment and cost, the presentation of the work, and methods of teaching are considered.

APPEAL TO TEACHERS—It is the aim of this Department to to be of immediate service to teachers actually engaged in teaching. The law in Ohio requires a minimum school term of eight months. This brings the most schools to a close the last of April. The courses in Domestic Science and Art are so arranged that most of the work is given in half semesters of nine or ten weeks each. Teachers may therefore enter at the close of their school and find classes just organizing for the last quarter of 8 to 10 weeks. These classes in most case will recite twice as often as classes organized at the beginning of the semester and will therefore be able to do a whole semester's work. Many first semester studies are also repeated at this time to accommodate students who desire to enter for the last quarter.

Needed Uniforms

The regulation dress is a plain, untrimmed, blue chambray, one-piece garment.

The skirts are plain gored; sleeves long or below the elbows with adjustable turned-back white cuffs and white standing or low collar, which may be detachable.

Three or four uniforms will be needed. The goods should be shrunk before using.

If students are not able to secure material desired. it may be had by sending to the Department. The material costs 12½ cents per yard.

Aprons are of *white* material, perferable white percale—a good grade of muslin may be used—made sleeveless, princess style. See Butterick patterns No. 5162 or 4941.

DEPARTMENT OF MANUAL TRAINING

G. E. MCLAUGHLIN, *Instructor*

C. O. WILLIAMSON, *Assistant Instructor*

The interest and demand of the general public upon the public schools of to-day is that their product shall be better equipped for life work, whatever that may be, at the time they leave the public school, and one of the best methods of solving this problem is for the schools to give more time and attention to Manual Training and Industrial Training.

A COURSE IN MANUAL TRAINING was established in the State Normal College in the fall of 1911 in compliance with the earnest demand for teachers of this subject from all parts of the state.

THE WORK IN MANUAL TRAINING is of such a nature that not only those who expect this subject but every teacher or student would find it not only profitable but a pleasure to do some work along this line.

THE SHOPS of the Manual Training department of the State Normal College, occupy two large rooms on the lower floor of Ewing Hall. The wood working room is 60 by 60 feet, well lighted and well suited for our needs. The equipment consists of 20 individual benches fitted with quick acting vises, and each with its necessary individual tools, so that it is rarely necessary for a pupil to leave his bench while class is in session. Also a large number of general tools in cases and wall racks; one 12-inch circular rip and cut-off saw; one 12-inch jointer with safety guard; one 30-inch grind stone. All driven from common counter shaft, which in turn is driven by a five horse-power motor. Ten, eleven by twenty-six inch speed lathes for wood turning driven by a five horse-power motor, shafting underneath lathe, thus eliminating dangers of belting.

One universal wood trimmer, miter saws, and sufficient wood clamps for glue work. Benches for hammered metal work and equipment. Cases for displaying finished work, and sufficient lockers for each student.

The metal working shop is a room 20 by 50 feet well lighted, and well suited for our needs. It contains the following machinery; five thirteen-inch engine lathes, one power hack saw, one twelve-inch force drill, emery grinder, drilling lathe, benches fitted with vises for filing and chipping, dies for pipe cutting and fitting. All machines are driven from counter shaft on floor which in turn is driven by a seven horse-power motor.

DESCRIPTION OF COURSES—The following is a brief ontline of the nature of the major portion of the courses taught in this department.

1. ELEMENTARY WOOD WORK I—Two hours. Laboratory (4 hours). This work consists of the more simple processes of tool work, use of knife, try square plane, saw and hammer, the soft woods being used. The models followed will be those generally used in the 6th and 7th grades.

2. ELEMENTARY WOOD WORK II—Two hours. Laboratory. A continuation of No. 1. The students will be expected to plan and outline their own models, and then work them out according to their drawings; in this way students will not only gain an idea of suitable problems for grade work but will have the models future illustration.

3. BENCH WORK—Two hours. Laboratory four hours per week. This work includes the hard woods and the more difficult tool processes. All work will be from models, and will consist of small pieces, such as a clock case, filing box, double frame, book rack or candle stick holder; special attention being given to gluing, fitting, sanding and rubbing.

4. JOINERY—Two hours, laboratory four hours per week. *Elementary Wood Work*, by Selden, will be used as a laboratory guide. Work will consist in making the different joints both in soft and hard wood, special attention being given to neatness and accuracy. The latter part of the term will be given to the application of these joints.

5. WOOD FINISHING—Laboratory, three hours; class, one hour.

This course deals with the different processes of finishing woods, both the theory and the practice. The following methods are studied: stains, water, acid, and oils, fillers, whiting, plaster of Paris and silex, shellac, wax finish, varnish, rubbing, sanding, polishing, refinishing, care of brushes, and containers for stains for varnishes.

6. WOOD TURNING—Laboratory, four hours per week. Exercises in turning given to familiarize the student with wood turning tools, and lathe operations. Each piece bringing a new tool manipulation. These exercises are applied in the making of finished articles in hard wood. The course includes care of lathe and tools, turning between centers, straight taper, curves, beads, face plate and chuck turning, sandpapering and polishing.

7. PATTERN MAKING—Laboratory, three hours; class one hour. This course is designed to give a preliminary study of pattern making and foundry practice. A number of smaller patterns are made and finished ready for moulding. Special attention is given to shrinkage, finishing and core work.

8. CABINET MAKING—Laboratory, four hours. This course is open for those who have had Courses 2 and 3 or equivalent. The work consists of desinging, making drawings and blue prints, different pieces of furniture, one of which must be of difficult construction. The student is expected to get out all stock using the shop equipment. *Elementary Cabinet Work* by Seldon, will be used as a laboratory guide.

9. MACHINE SHOP—Three hours; laboratory, six hours per week. The work includes bench work, chipping and filing, lathe work, straight and taper turning, thread cutting, face plate work, chucking, inside turning, eccentric work, polishing, boring, drilling, shaper work, grinding of tools, and drills, care of lathes, belts and shafting.

10. HISTORY AND ORGANIZATION OF MANUAL TRAINING —Two hours. A study of the educational conditions that led to the Manual Training movement and its development. Part of the work is outside reading with written reports and part is lectures and open discussion of problems that arise in the organizing of the work.

11. CONSTRUCTIVE DESIGN—Two hours. The work consists in designing models suitable for grade and high-school work, special attention being given to proportion. Laying out tentative courses for school work and discussing problems that may arise in the carrying out of these courses.

12. MANUAL TRAINING IN THE TRAINING SCHOOL—Woodwork is required of the boys attending the seventh and

eighth grades of the Normal College Training School. There will be two lessons a week of one hour each.

Teachers taken the Manual Training course have the special advantage of observing the work under a special instructor. Also during their second year they will be required to do practice teaching in wood work.

DEPARTMENT OF THE ART OF TEACHING

PROFESSOR COULTRAP

In this department, earnest effort is made to present in a clear, practical, and helpful way what is fundamental in the art of teaching. Special pains are taken to point out the functions and limitations of various methods. It is increasingly clear that pattern methods have less to do with one's success in teaching than has a clear grasp of the fundamental principles of teaching and a more intelligent and conscientious application of these guidings principles in practice. One special object of the course is to give the teachers guiding ideals in teaching. The more clearly the end to be attained is seen, the greater the inspiring interest and the higher the skill. The various theoretical solutions of problems of teaching as suggested in the course of instruction findp ractical application in the class-room as a laboratory of method.

PURPOSE OF OBSERVATION—The visits to the several schools or classes are intended to acquaint the student at first hand with the problems of teaching and school management. Through observation in class-work under efficient instructors, the inexperienced student, or even the student of some experience, has an opportunity to define his own educational standards and to enter intelligently into the discussions of the course.

REQUIREMENTS IN OBSERVATION—All classes in secondary education in the State Normal College and in the several departments of the Athens high school are open to students in Observation and Practice, by courtesy of the instructors. The privilege thus afforded should be appreciated. If any student shows himself inconsiderate, he will not be permitted to continue his visits.

THE PURPOSE OF THE REPORTS--The reports are not intended merely to record what the student saw, nor to afford him an opportunity for criticism. In each report the student is expected to name the problems suggested by the work he observed and to discuss as well as he can the solution of these problems. He is expected to have in mind, in his visits, specific questions to which he seeks answers. Definite periods will be fixed for the student to discuss his reports with the head of the department, the object being to correct or to confirm the student's views, supply additional information, and direct him to sources of knowledge or to records of profitable discussion. Each student is required to use note-books in the observation work and to make a summarized report at the close of each semester.

THE PURPOSE OF TEACHING—The teaching under supervision offers direct preparation for efficiency in class-room instruction. The student learns best to teach by teaching. In this preliminary experience, he has the guidance of the head of the department and of the instructors in whose classes his work is done; he thus begins his professional career with the advantage of an opportunity of forming his habits of teaching carefully and intelligently.

GENERAL REQUIREMENTS FOR TEACHING—The student is expected to teach three full hours for three hours of credit; but where there is a large number of students taking the work, it may be necessary during certain periods to substitute observation and class-room assistance for the full responsibility of teaching. In all cases the student is required to attend class three full hours per week during the semester. The obligation of the student-teacher for said periods is exactly the same as that of a regular instructor; that is to say, he must arrive on time, make his lesson plan, take such part as the instructor may direct, and remain to the close of the recitation. This work in teaching is open only to those who have credits for the requisite amount of professional work. Teaching is given in the Senior year.

FIRST SEMESTER

1. SECONDARY DIDACTICS—Three hours. Junior required. Scientific method in class teaching and in the study of edu-

cational problems is marked out as the distinctive type of training to be emphasized through this course. Specific difficulties in method will be set before the students, and guidance will be given in finding facts and in working up materials for their solution. Opportunity for gathering data first hand will be afforded through regular observation work in secondary classes of the State Normal College. The text-book used will be De Garmo's *Principles of Secondary Education.*

2. SECONDARY TEACHING—Three hours. Senior required. Students presenting themselves for work in practice teaching must have had a minimum of eighteen hours of work in education including the courses in Secondary Didactics and High School Methods. Exceptions will be made to this rule only in case of graduate students and teachers of approved experience. A major and a minor subject must be chosen by each student, two hours per week being given to the former and one to the latter; all teaching will be done in regular organized classes in secondary subjects and will be under the immediate direction of the regular instructors of these classes but subject to the supervision of the head of the department.

SECOND SEMESTER

3. SECONDARY DIDACTICS—Three hours. Junior required. This is a continuation of course 1.

4. SECONDARY TEACHING—Three hours. Senior required. This is a continuance of course 2. Students will be expected to give one or two hours a week to the major subject selected for the first semester, devoting the remaining time to one or two minors, as they may elect. The reading required covers the best available material on the teaching of the student's specialties.

COURSE OF STUDY
OF THE
STATE NORMAL COLLEGE
OF
OHIO UNIVERSITY

COURSES LEADING TO DIPLOMAS AND DEGREES

In The Following Pages may be found an analytical statement of each course. The course for high-school teachers, principals, and superintendents requires 120 semester hours and leads to the degree of Bachelor of Science in Education. The one-year course for college graduates requires 30 semester hours in Education and leads to the degree of Bachelor of Science in Education. All the other courses with but one exception require from 60 to 66 semester hours and lead to special diplomas, which lead to state life cetificates, as outlined on a previous page. The one exception is the course for the training of teachers for rural schools, which does not require 15 units of preparatory work for admission, as does each of the other courses.

A total of 10 semester hours in Observation and Teaching, or Didactics and Teaching, is required in each course. The figures following each study indicate the number of semester hours of credit given for each and these numbers usually correspond to the number of recitations of 60 minutes each given in the subject per week.

REQUIREMENTS FOR ADMISSION TO THE STATE NORMAL COLLEGE

Students may be admitted on examination or on certificate from a recognized high-school. A graduate of a first-grade, or four-year, high-school, is usually able to enter without any conditions. A graduate of a three-year high-school, is usually given 12 to 14 units; and a graduate from a two-year high-school, 8 to 10 units; as determined by the standard outlined below.

A unit is the equivalent of a course in any given secondary school subject pursued a school year covering not less than 120 hours of 60 minutes each. If the recitations are but 40 minutes in length, 180 recitations are required to make a unit. Usually a high-school subject pursued 32 weeks with five recitations per week is accepted as a unit, but the recitations should be 45 minutes in length. Two hours of laboratory work, manual training, or drawing are required for one hour of credit.

CANDIDATES FOR ADMISSION to the degree courses of the State Normal College must present credentials from high-school or examination covering fifteen unites in recognized secondary subjects, as indicated below:

ENGLISH (select 3 units); Composition and Rhetoric, 2 units; Classics, 1; History of Literature, 1; English Grammar in the Senior Year, ½.

HISTORY (select 1 unit); American History and Civics, 1; Ancient History, ⅓, ½, or 1; Medieval History, ⅓, ½, or 1; Modern History, ⅓, ½, or 1; General History one year, 1 unit; English History, ⅓, ½, or 1.

MATHEMATICS (select 2 units); Algebra through quadratics 1; Algebra completed, ½; Plane Geometry, 1; Slid Geometry, ½; Plane Trigonometry, ½; Arithmetic following Algebra and Geometry, ½.

FOREIGN LANGUAGES (select 4 in one language or in two); Latin, 2, 3, or 4; Greek, 2, 3, or 4; German, 2, 3, or 4; French, 2, 3, or 4; Spanish, 2, 3, or 4.

SCIENCE (select 1 unit); Physics, 1; Chemistry, 1; Physical Geography, ½ or 1; Botany, ½ or 1; Zoölogy, ½ or 1; Physiology ½; Agriculture, ½ or 1; Domestic Science, ½; Drawing, ½; Manual Training, ½; Commercial Geegraphy, ½. The above schedule names 11 required units; the remainder of 4 units to be selected by the student.

Other subjects are rated on amount and character of work done, as shown by certificate from the high-school. Students should write the Registrar for Application Blanks before entering.

FOREIGN LANGUAGE—If the student has had but four years of one foreign language or two years in each of two foreign languages, he must pursue a foreign language two years in college, but if he can present credits for five years in two foreign languages, he will be required to take but one year of a foreign language in the college course. Additional work in the foreign languages may be taken as electives. This requirement applies only to students pursuing the four-year or degree course.

SPECIAL STUDENTS—Students who desire to pursue special studies and are not candidates for a degree will be admitted on the following conditions:

Applicants over twenty-one years of age who can present credits for the common English branches, as well as such other branches as would qualify them to enter the class they wish to enter, will be admitted with special ranking, but students admitted on such terms will be required to satisfy by examination all entrance requirements before being permitted to graduate from any diploma course.

SPECIAL PREPARATION FOR TEACHING IN HIGH SCHOOLS—There is a strong demand for high-school teachers, principles, and superintendents who have had special college training in one or two lines of work. To meet this demand the State Normal College has always discouraged scattering in the selection of electives and has always required of those preparing to become high-school teachers that they select not later than the Sophomore year, Science, Mathematics, Commercial Subjects, English, Foreign Language or History, and do three years of college work in the subjects chosen. Therefore candidates for the degree of Bachelor of Science in Education shall have before graduation not less than 15 semester hours to their credit in one of the five lines named. The course also requires a total of 30 semester hours in Education. The remaining 82 semester hours may all be distributed among the groups of Mathematics, History, English, Foreign Languages, and Science. Students preparing to teach in the high-school are advised to carry two majors, although but one is required. Teachers who have done three years of college work in two related fields, such as History and English, or Mathematics and Science, have a much stronger call to a good teaching position than those who have specialized in nothing, or in but one study.

In the Sophomore year one of the Sciences is reqnired, the option to be made by the student, who selects from Agriculture, Biology, or Chemistry. If Biology is chosen it must be followed by one semester of Botany. If Agriculture or Chemistry is chosen, it must be carried through two semesters.

In the Junior year opportunity is offered for a year in Manual Training, or Domestic Science, or Agriculture, or Commercial Science for those preparing as special teachers in such subjects. Should the student not desire one of these special subjects a substistute will be assigned by the Dean of the College to suit the line of special preparation the student is making.

In the Senior year students who are preparing for positions as principals, supervisors, or superintendents will be required to take two semesters in School Administration, but students preparing to teach rather than to supervise will not be required to take this work in School Administration.

The great number of options governed by the restrictions above outlined enable students to pursue a large number of variations.

STANDING OF STUDENTS—The standing of a student in his course shall be designated by the members of the faculty who shall record on their class books and on the credit slips of students the following standard of proficiency: Grade A shall mean 95% or above; B shall mean 90 to 94 inclusive; C shall mean 80 to 89 inclusive; D shall mean 70 to 79 inclusive; E shall mean conditioned, and F shall mean failure. All students who have made no grade below C for the preceding semester may be allowed to carry 16 semester hours; students who have made no grade below B for the preceding semester may be allowed to carry 17 semester hours, and students who have made A in all studies for the preceding semester may be allowed to carry 18 semester hours. Whether a student shall be allowed to carry more than 15 semester hours shall be determined by the Committee on Classification and Registration.

DEGREE.—Upon completion of the four-year course in the State Normal College, with all entrance conditions met as above outlined, the student will be granted the degree of Bachelor of Science in Education. Students who contemplate a change in course from one degree to another, should do so not later than the Sophomore year. Students cannot elect occasional studies at random and call it "professional training," under the laws of 1914. All work to count on the requirement of professional training shall be done in The State Normal College.

Graduates from a reputable literary college may complete an elective course in Education in one year of 30 semester hours, and receive the degree of Bachelor of Science in Education. The course is outlined on another page.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION

FRESHMAN YEAR

FIRST SEMESTER		SECOND SEMESTER	
Select one: Latin, 4; Greek, 4; German, 3; French, 3	3 or 4	Continue one foreign language	3 or 4
College Algebra, 3; or Physics, 3; or American History	3	Trigonometry, 3; or Physics, 3; or American History	3
Civic Biology	3	Civic Biology, 3; or Botany, 3; or Zoology	3
Psychology	3	English Composition, Teachers' Course	2
English Composition, Teachers' Course	2	Electives	4

SOPHOMORE YEAR

Agriculture, 4; or Biology, 3; or Chemistry	3	Agriculture, 4; or Chemistry, 3; or Botany	3
Ethics	2	Sociology	2
Hygiene and Sanitation	3	English Potry	3
American Poetry	3	Paidology	3
Paidology	3	Electives	5
Electives	2		

JUNIOR YEAR

Science of Education	3	Science of Education	3
Secondary Course of Study	2	High School Methods	2
Secondary Didactics	3	Psychology	3
Commercial Subjects, 4; or Manual Training, 4; or Domestic Science, 4; or Agriculture, 3	3 or 4	Secondary Didactics	3
Electives	3	Commercial Subjects, 4; or Domestic Science, 4; or Manual Training, 4; or Agriculture, 2; or Social Methods in Education	2 or 4
		Electives	2

SENIOR YEAR

School Administration or an assigned elective*	3	Supervision and Criticism or an assigned elective*	2
History of Education	3	History of Education	3
Teaching	3	Teaching	3
Thesis	3	Elizabethan Dramatists, 3; or Philosophy	2
Electives	3	Electives	5

EXPLANATION OF DEGREE COURSE—Each candidate for the degree from the State Normal College must have a credit of 120 semester hours. By taking 15 hours each semester a student can graduate in four years. Three summer sessions will enable a student to complete 30 semester hours if his work is supervised by the college faculty during the school years intervening; otherwise four summer sessions will be required to cover 30 semester hours.

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*This course in School Administration and Supervision and Criticism will not be required of those who are preparing definitely for teaching positions only, in which case the year must be given to the subject the student has chosen as a major.

Six years of foreign languages are required for graduation and if the student presents credits for but four years on entering, the two collegiate years in a foreign language will be required.

Apparently the course above outlined is nearly all required, yet there are many opportunities for options, resulting in a great many variations in the course. In the Junior year students who expect to teach a special subject such as Agriculture, Domestic Science, Commercial Science, etc., will be required to take a year in the subject chosen, 6 to 8 semester hours. Students not choosing any of these will be assigned an option by the Dean of the College.

One Year Course for College Graduates

GRADUATES of reputable colleges granting a bachelor's degree on four years' work may elect 15 hours of work in education from the following subjects, with the consent of the Dean of the College. Completion of 30 semester hours in Education will entitle the holder of a college degree to receive from the State Normal College of Ohio University the degree of bachelor of Science in Education.

FIRST SEMESTER—Select 15 hours: Psychology, 3; Paidology, 3; School Administration, 3; Science of Education, 3; History of Education, 3; School Law, 3; Secondary Course of Study, 2; Secondary Didactics, 3; Grammar Grade Methods, 3; Elementary Course of Study, 3; High-School Methods. 2; Teaching, 3; Methods of Teaching Special Subjects, 2; Thesis, 3.

SECOND SEMESTER—Select 15 hours: Science of Education, 3; History of Education, 3; High-School Methods, 3; Secondary Didactics, 3; Physology, 3; Supervision and Criticism, 2; Teaching, 3; Paidology, 3; History of Elementary Education, 3.

COURSE FOR ELEMENTARY TEACHERS

FRESHMAN YEAR

FIRST SEMESTER		SECOND SEMESTER	
Psychology	3	Principles of Education	3
English Composition, Teachers' Course	2	Literature in the Grades	2
Sanitation and Hygiene	2	American History	3
American History	3	Advanced Arithemetic	3
Public-School Music	1	Public-School Music	1
Public-School Drawing	1	Public-School Drawing	1
Advanced Grammar	2	Observation and Methods	2
Observation and Methods	3	School Management and School Law	2

SOPHOMORE YEAR

Paidology	3	Psychology	3
Elementary Course of Study	2	Sociology	2
Civic Biology	3	English Poetry	3
Teaching	2	Teaching	2
Physiography	2	Elementary Agriculture, 3; or Domestic Science 3; or Manual Training, 3; or Hand Work, 2; or Special Methods in Education, 2.	
History of Elementary Education	3		

NOTES—This course requires a total of 66 semester hours of which 10 shall be in Observation and Teaching. Students who have had a satisfactory course in drawing in the public schools will be held to but two hours each week for one year, while those who have had little or no instruction in Drawing prior to matriculation will be required to give four hours a week to this subject. Each group will receive the same credit, two semester hours. For further explanations of this course see a succeeding page of this catalogue.

THE THIRD OR SPRING QUARTER—The second semester in each of the courses in the State Normal College is divided into half semesters, or quarters, in order to accomodate teachers who desire to enter late in April or early in May, or as soon as their schools close. Almost every study scheduled to be given in the second semester will be offered in two classes, the second class beginning about eight or nine weeks before the close of the semester and reciting twice as many times per week as the regular class. Each spring several of the regular first semester studies will also be offered at the time of the organization of the new classes, so that teachers may enter at that time even more advantageously than at the beginning of the Summer Quarter.

It will be noticed that in the second semester of the second year options are offered in vocational subjects. These subjects are now required in many schools and every teacher should be fully equipped in at least one of these subjects, but if the student for any good reason does not care to take work of this character some other study will be assigned by the Dean of the College.

Students who desire one year or more than one full year's work in a vocational subject will be given the opportunity.

The maximum number of hours allowed in one semester is 17, not counting Physical Culture, which must be taken two semesters in any diploma course.

The requirements for admission to this course are the same as for admission to all other diploma and degree courses in the University, with the exception that the fifteen units required for freshman rank may be made up of any recognized secondary subjects. In other words, no foreign language is required for admission to the Normal College diploma courses. This statement applies to all courses in the State Normal College except the two degree courses. Any graduate from a recognized first grade high-school will be admitted to the Freshman class of any of these courses without examination, but should such a student desire to pursue the course leading to the degree of Bachelor of Science in Education, all the requirements for that course must be met.

Attention is called to the requirements of the Ohio Laws of 1914, relative to professional training. Beginning January 1, 1915, professional training will be required as a pre-requisite to admission to the county examinations

A DOUBLE COURSE

A STUDENT may obtain two diplomas and one degree in four years. It frequently happens that a teacher who prepares for grade work, or on a special subject, later desires to enter upon high-school teaching. Our courses of study at the State Normal College are so arranged that a student may obtain one of these special diplomas within the four years required to obtain the degree of Bachelor of Science in Education. It also is possible for a teacher who always expects to be a Kindergartner, or a teacher of Music, or of Drawing, or of Agriculture, or of Manual Training, or of Domestic Science, or of Commercial Science, to obtain the Bachelor's degree and the special diploma both in four years. Frequently the elementary or grade teacher finds a college degree easily within her reach, but she does not want to be required to do her observation and practice teaching in high-school subjects. Nor does she want to take so much work in Mathematics and Languages as is usually required for a Bachelor's degree.

The following double-track course of study shows how a student may obtain both diplomas and the degree of Bachelor of Science in Education in four years:

FRESHMAN YEAR

FIRST SEMESTER		SECOND SEMESTER	
A Foreign Language 3 or 3; Observation and Methods	3	A Foreign Language or Observation and Methods	3
American History*	3	American History*	3
Civic Biology	3	Civic Biology, Botany, or Zoology	3
Psychology	3	English Composition or Advanced Grammar	2
English Composition	2	Principles of Education	3
Public-School Drawing	1	Literature in the Grades	2
Public-School Music, 1, 2; or College Algebra or Physics		Public-School Drawing	1
		Public-School Music 1; or Trigonometry or Physics	

SOPHOMORE YEAR

FIRST SEMESTER		SECOND SEMESTER	
Agriculture, or Biology, Chemistry	3	Agriculture, Botany, or Chemistry	3
Ethics or Physiography	3	Sociology 2, or Advanced Arithmetic	3
Hygiene and Sanitation	2	English Poetry	3
American Poetry 3, or Teaching	2	Paidology 3, or School Management	2
Paidology	3	Psychology or Teaching	3
Elementary Course of Study or Secondary Course of Study	2	Or any elective	3
History of Education	3		

JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Science of Education	3	Science of Education	3
Secondary Course of Study	2	High-School Methods	2
High-School Didactics	3	Psychology, or an assigned elective	3
Commercial Science, or Manual Training, or Domestic Science, or Agriculture, or an assigned elective in another course	4	Same special subjects as chosen for the first semester	7

SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
School Administration, or an assigned elective	3	Supervision and Criticism or an assigned elective	2
History of Education	3	History of Education	3
Teaching	3	Teaching	3
Thesis	3	Elizabethan Dramatists, or Philosophy, or any specified elective	3

(Where options are named, those indicated are required in the course in Elementary Education. A similar arrangement can be made for any other two-year course. When a student completes a degree course and also a diploma course, only three semesters of Teaching are required in the two courses.)

REQUIREMENTS FOR THE DEGREE BACHELOR OF EDUCATION IN MUSIC

Prerequisite full College Entrance Requirements

FRESHMAN YEAR

FIRST SEMESTER		SECOND SEMESTER	
Voice	2	Voice	1
Piano or Violin	1	Piano or Violin	1
Notation and Sight Singing	2	Notation and Sight Singing	2
Harmony	2	Harmony	2
Methods	2	Observation	2
History of Music	1	History of Music	1
Psychology	3	Paidology	3
Observation	2	School Management and School Law	2
Ear Training. ½ Semester	2	Methods, ½ Semester	2
Chorus and Conducting. ½ Semester	2	Advanced Sight Singing, ½ Semester	2

SOPHOMORE YEAR

Voice	2	Voice	2
Piano or Violin	1	Harmony	2
Harmony	2	Methods	2
Advanced Sight Singing	2	Teaching	3
Methods	2	Principles of Education	3
Teaching	3	Advanced Sight Singing, ½ Semester	2
Elementary Course of Study	3	Chorus and conducting, ½ Semester	2
		Elective	2

JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Voice	2	Voice	2
Interpretation and Form	3	Interpretation and Form	3
Science of Education	3	Science of Education	3
German or French	5	German or French	5
Psychology	3	Psychology	3

SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Voice	2	Voice	2
Instrumentation	3	Instrumentation	3
History of Education	3	History of Education	3
School Administration	3	Supervision and Criticism	2
Survey of English Literature	3	Survey ofEnglish Literature	3
Sociology, Course 8	2	Modern Drama	2
		Sociology, Course 12	2

DEGREE COURSE FOR TEACHERS OF COMMERCIAL SCIENCE, B. S. IN EDUCATION

FRESHMAN YEAR

FIRST SEMESTER		SECOND SEMESTER	
A Foreign Language	4	A Foreign Language	4
English Composition	2	English Composition	2
Economics	3	Commercial Law	3
American History	3	American History	3
College Algebra, or Physics, or Civic Biology	3	Trigonometry, or Physics, or Civic Biology	3

SOPHOMORE YEAR

FIRST SEMESTER		SECOND SEMESTER	
American Poetry	3	English Poetry	3
Accounting I	4	Accounting II	4
Negotiable Contracts	2	Money and Banking	2
Com'l Geography	2	Advanced Economics	2
Industrial History	2	Principles of Education	3
Psychology	3	Elective	1

JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Accounting III	2	Corporation Finance	2
Public Speaking	2	Accounting Problems and Sys	2
Stenography I	4	Stenography II	4
Typewriting and Comp. I	2	Typewriting and Comp. II	2
Corporation Acctg	3	Psychology	3
Secondary Course Study	2	High School Methods	2

SECOND YEAR

FIRST SEMESTER		SECOND SEMESTER	
Teaching	3	Advanced Civics	2
Stenography III	3	Thesis on Com'l Subject	3
History of Education	3	Teaching	3
School Administration	3	History of Education	3
Elective	3	Supervision and Criticism	2
		Elective	2

DIPLOMA COURSE FOR SUPERVISOR OF PUBLIC SCHOOL DRAWING

FRESHMAN YEAR

FIRST SEMESTER		SECOND SEMESTER	
Psychology	2	School Management and School Law	2
School Drawing	2	School Drawing	1
Free-Hand Drawing	4	Free-Hand Drawing	4
Bookbinding or Manual Training	2	Hand Work	2
Electives	5	Electives	6

SOPHOMORE YEAR

Designing	2	Designing	2
Mechanical Drawing	2	Mechanical Drawing	2
Paidology	3	Free-Hand Drawing	2
Elementary Course of Study	2	Art Appreciation	1
Observation and Methods	2	Teaching and Observation	2
Science of Education	3	Science of Education	3
Electives	2	Electives	3

JUNIOR YEAR

Composition and Methods	4	Supervison and Criticism	2
School Administration	3	Composition and Methods	4
History of Education	3	History of Education	3
Teaching	2	Teaching	4
Electives	4	Electives	3

DIPLOMA COURSE IN PUBLIC SCHOOL DRAWING

FRESHMAN YEAR

FIRST SEMESTER		SECOND SEMESTER	
Psychology	3	Principles of Education	3
School Drawing	2	School Drawing	1
Mechanical Drawing	2	Mechanical Drawing	2
Bookbinding or Manual Training	2	School Management and School Law	2
Free-hand Drawing	4	Free-Hand Drawing	4
Electives	2	Observation in Teaching	3

SOPHOMORE YEAR

Composition and Methods	4	Composition and Methods	4
Designing	2	Designing	2
Elementary Course of Study	2	Free-Hand Drawing	2
Paidology	3	History of Industrial Education	2
Industrial Education	2	Teaching	4
Teaching	2	Art Appreciation	1

DIPLOMA COURSE IN KINDERGARTEN EDUCATION

FRESHMAN YEAR

FIRST SEMESTER		SECOND SEMESTER	
Psychology	3	Principles of Education	3
Kindergarten Theory and Activities	4	Civic Biology, 3; or Instrumental Music	1
Civic Biology	3	Kindergarten Theory and Activities	4
English Composition, N. C.	2	School Management and School Law	2
Observation and Methods	3	Observation and Practice	3
Sanitation and Hygiene	2	Sociology	2

SOPHOMORE YEAR

Kindergarten Theory and Activities	5	Kindergarten Theory and Activities	4
School Music	2	School Music	2
School Drawing	1	Teaching in the Kindergarten	8
Paidology	3	Primary Methods	2
Teaching in Kindergarten	3	History of Education	3
Handwork	2		
Electives	2		

DIPLOMA COURSE IN MANUAL TRAINING

FRESHMAN YEAR

FIRST SEMESTER		SECOND SEMESTER	
Psychology	3	Principles of Education	3
School Drawing	1	School Drawing	1
Mechanical Drawing	2	Elementary Wood Work	2
Elementary Wood Work	2	Mechanical Drawing	2
Joinery	2	Handwork	2
Sanitation and Hygiene	2	School Management and School Law	2
Observation and Methods	2	Observation and Methods	2
English Composition, Teachers' Course	2	Bench Work	2

SOPHOMORE YEAR

Cabinet Making	2	Cabinet Making	2
Design	2	Mechanical Drawing	2
Constructive Mechanical Drawing	2	Machine Shop	2
Wood Finishing	2	Wood Turning	2
Pattern Making	2	Hammered Metal Work	2
History and Organization of Manual Training	3	Teaching	3
Teaching	3	History of Industrial Education	2

DIPLOMA COURSE IN HOME ECONOMICS

FRESHMAN YEAR

FIRST SEMESTER		SECOND SEMESTER	
Psychology	3	Principles of Education	3
Chemistry	3	Chemistry	3
Sanitation	2	Sewing II	2
Food Study	3	Cooking II	2
Sewing I	2	Textiles	1
Cooking I	2	Applied Design	2
Drawing	1	Observation	3
English Composition	2	Home Nursing	1

SOPHOMORE YEAR

FIRST SEMESTER		SECOND SEMESTER	
Primary Handwork	2	Elementary Agriculture (Home Gardening)	3
Cooking III	2	School Management	2
Sewing III	2	Dietetics	3
Teaching	3	Teaching	3
Millinery and Art Needlework	1	Millinery and Art Needlework	1
Bacteriology	3	Sewing IV	2
Household Management	3	Cooking IV	2
History and Organization of Domestic Science and Art	1	History of Industrial Education	2
Mechanical Drawing	2		

DIPLOMA COURSE IN PUBLIC-SCHOOL MUSIC

FRESHMAN YEAR

FIRST SEMESTER		SECOND SEMESTER	
Voice	2	Voice	1
Piano	1	Piano	1
Notation and Sight Singing	2	Notation and Sight Singing	2
Harmony	2	Harmony	2
Methods	2	Observation	3
History of Music	1	History of Music	1
Psychology	3	Paidology	3
Observation	2	School Management and School Law	2
Ear Training, ½ Semester	2	Methods, ½ Semester	2
Chorus and Conducting, ½ Semester	2	Advanced Sight Singing, ½ Semester	2

SOPHOMORE YEAR

Voice	2	Voice	2
Piano	1	Piano	2
Advanced Sight Singing	2	Methods	2
Methods	2	Teaching	2
Teaching	2	Principles of Education	2
Elementary Course of Study	3	Advanced Sight Singing	3
Elective	2	Chorus and Conducting	2
		Elective	1

NOTE—Two years following graduation from a four-year high-school course will generally be required to complete this course, but those having some advanced knowledge of piano and voice may be able to complete it in less time.

DIPLOMA COURSE IN SCHOOL AGRICULTURE

FRESHMAN YEAR

FIRST SEMESTER		SECOND SEMESTER	
General Agriculture	2	General Agriculture	3
Horticulture	3	Horticulture	2
Forestry	2	Forestry	2
Civic Biology	3	Civic Biology	3
Rural School Didactics	3	Zoology or Botany	3
Domestic Science or Manual Training	2	Principles of Education	3

SOPHOMORE YEAR

Soils	2	Soils	2
Chemistry	3	Chemistry	3
Evolution and Heredity	3	Rural Economics or Com'l Law	3
Farm Animals	2	Farm Crops	3
Botany	2	Botany	2
History of Industrial Education	2	Electives	4
Electives	2		

Electives to be made from the following subjects:

PROFESSIONAL STUDIES—School Administration and School Law, History of Education, Science of Education, Ethics, Secondary Course of Study, Psychology, Logic Paidology, Supervision and Criticism, Sociology, Teaching.

OR—Agricultural Chemistry, Farm Accounts, Advanced Botany, Vertebrate Zoology, Physiography, Soils, Geology, Cement, Domestic Science, Manual Training.

NOTE—Students desiring to obtain the special state life certificate in Agriculture will need a total of 30 semester hours in professional subjects, which they may do by taking 12 hours additional to the course as outlined or by making substitutions in the course, subject to the approval of the Dean of the College and the head of this department.

RURAL SCHOOL COURSE FOR TEACHERS

FIRST YEAR

FIRST SEMESTER		SECOND SEMESTER	
United States History	3	United States History	3
Advanced Arithmetic and Methods	3	Grammar	3
Physical Geography	3	Political Geography	2
American Literature	3	American Literature	3
*Rural School Didactics	3	Civil Government	3
Electives	2	Rural School Course of Study	2

SECOND YEAR

Psychology	3	Theory and Practice	3
Civic Biology (Nature Study)	3	Elementary Agriculture	3
English Literature	3	English Literature	3
Composition and Rhetoric	3	School Management and School Law	3
Teaching	3	Teaching	3
**Electives	2		

*Courses in Rural School Didactics, Rural School Course of Study School Management and School Law will be organized at the middle of the second semester to accomodate teachers entering after the close of their schools.

**A great deal of latitude will be allowed students in electing branches to make up the required amount of work, and subjects can be selected from either the mathematics, science, history, or English departments. No student will be permitted to carry more than 17 semester hours. Each student taking this course should have at least one semester in Manual Training.

COURSE FOR RURAL SCHOOL SUPERINTENDENTS

Ohio now requires both County Superintendents and District Superintendents, in addition to all other supervisory positions required in the past. Persons desiring to qualify for these positions, paying from $1,000 a year to perhaps $2,500 a year, should take the regular four-year course leading to the degree of B. S. in Education and specialize by taking all the courses offered in the Rural Training Department, courses in School Administration Supervisor. Courses of Study, Rural Economics, Agriculture, Manual Training, History of Education, and Science of Education.

DIPLOMA COURSE IN PHYSICAL EDUCATION

A course in the Theory of Physical Education will be offered beginning September, 1914. This course is for students who wish to teach physical education in connection with other subjects. This course will cover two semesters, two hours. For students who desire to specialize in this line of work, the following Diploma Course is provided:

FRESHMAN YEAR

FIRST SEMESTER		SECOND SEMESTER	
Physiology and Hygiene	4	Civic Biology	3
Chemistry	4	Physiology	3
Psychology	3	Chemistry	4
History of Physical Education and Gymnastics	1	Theory of Physical Education	2
Practice of Gymnastics and Athletics (3)	1	Practice of Gymnastics and Athletics (3)	1
Civic Biology	3	School Management and School Law	2

SOPHOMORE YEAR

Paidology	3	Sociology	2
Human Anatomy	3	Human Anatomy	3
History of Elementary Education	3	Corrective Gymnastics	1
Bacteriology	3	Emergencies or First Aid to the Injured	1
Physiology of Bodily Exercise	1	Physical Examination and Prescription of Exercise	1
Practice in Gymnastics and Athletics (2)	1	Teaching	3
Teaching	2	Practice of Gymnastics and Athletics (2)	0
		Electives	5

THE STATE PREPARATORY SCHOOL

A PRACTICE SCHOOL FOR THE TRAINING OF HIGH-SCHOOL TEACHERS

STATE NORMAL COLLEGE

FLETCHER S. COULTRAP, *Principal*

The aim of this school is primarily to prepare students to enter the Freshman class of the Ohio University, and of the State Normal College at Athens. This city is situated in a portion of Ohio having few cities and not a large number of first-grade high-schools. It would evidently be unfair to the youth of South-eastern Ohio if they were denied the opportunity to prepare to enter college. Since many of the most promising young men and young women come from the rural communities where there is only a second-grade or a third-grade high-school or perhaps no high-school at all, they find it necessary to go away from home to secure high-school education or to prepare for college.

Rather than go to a strange town to secure their high-school training and then go to still another town or city and be obliged to form new acquaintences in securing a college education, many of these young men and young women prefer to come to Athens where they may secure their preparatory training and their college education in the same school home.

Here the facilities for instruction in the prepararory studies are much better than many communities can afford. Again, many young men and young women do not receive the real awakening and the real desire for more education until they have passed beyond the usual high-school or adolesent age. Perhaps they have taught school for several years before they have been aroused by a re-birth, or perhaps they were compelled to teach a few years in order to make the money necessary to secure a college education. They soon find that they are really too old to attend the local high-school and would not find a hearty welcome there owing to differences due to age and experience. They want to live and work with young men and young women of their own age and their own ideals. Hence, the necessity and the wisdom of maintaining a State Preparatory School in South-eastern Ohio.

It should be borne in mind, however, that the authorities of this University do not advise boys and girls who have high-school opportunities at home to leave such opportunities for the State Preparatory School. Young people under eighteen years of age should remain at home and profit by such advantages as may be offered in their own localities, unless there is no good high-school within reasonably convenient access. The State Preparatory School hopes to encourage young men and young women who feel to old to mingle with adolescents of the ordinary high-school age; and also to encourage thousands of teachers who began teaching before having completed a high-school course and now feel that they would be more or less humiliated to return to high-school. Thousands of these young men and young women should be saved to the teaching profession, and they must realize that in order to be of the most service to the state as teachers they must secure a college education, at least a two-year college course to fit them for work in the elementary schools.

The Principal of the State Preparatory School will be pleased to advise, personally or by correspondence, any young man or young woman who feels his or her handicap.

NORMAL COLLEGE PREPARATORY

FIRST YEAR

FIRST SEMESTER		SECOND SEMESTER	
Beginning Latin	5	Beginning Latin	5
Algebra	5	Algebra	3
Composition and Rhetoric	5	Composition and Rhetoric	2
Ancient History	4	Modern History	4
Physiology and Hygiene	4	School Drawing	2

SECOND YEAR

Cæsar and Latin Composition	4	Cæsar and Latin Composition	4
Plane Geometry	5	Solid Geometry	3
American Classics	4	English History or American Classics	4
Botany	3	Botany	3
Roman History	4	Music	1
		Drawing	2

THIRD YEAR

Cicero or German	4	Cicero or German	4
Algebra, Completed	3	Physics	4
English Classics	4	History of English Literature and Classics	4
Physics	4	Public-School Drawing	1
Public-School Drawing	2	Mechanical Drawing or Public School Drawing	1
Mechanical Drawing	1	Problems in Furniture Making or Dressmaking	2
Elementary Joinery or Plain Sewing	2		

FOURTH YEAR

Virgil or German	4	Virgil or German	4
United States History	5	Advanced Arithmetic	3
Chemistry, 4; or Agriculture	4	Advanced English Grammar	3
Orthography and Phonics	2	Civil Government	3
Physical Geography	5	Chemistry, 3; or Agriculture	3
		Electives	4

CLASSICAL PREPARATORY COURSE

FIRST YEAR

FIRST SEMESTER		SECOND SEMESTER	
Beginning Latin	5	Beginning Latin	5
Algebra	5	Algebra	3
Composition and Rhetoric	5	Composition and Rhetoric	5
Physiology and Hygiene	4	Electives	5
Drawing	2	Drawing	2

SECOND YEAR

Cæsar and Latin Composition	4	Cæsar and Latin Composition	4
Plane Geometry	5	Solid Geometry	3
American Classics	4	History of American Literature and Classics	4
Ancient History	4	Modern History	4
Drawing	1	Drawing	1
		Music	1

THIRD YEAR

Cicero and Latin Prose	4	Cicero ond Latin Prose	4
Elementary Botany	3	Elementary Botany	3
Elementary Physics and Lab.	4	Elementary Physics and Lab.	4
English Classics	4	History of English Literature and Classics	4
Algebra, completed	3	Orthography and Phonics	3

FOURTH YEAR

Virgil and Latin Prose	4	Virgil and Latin Prose	4
United States History	5	American Government	3
Beginning Greek	5	Beginning Greek, completed and Xenophon's Anabasis	5
Physical Geography	5	Advanced Arithmetic	3
Freehand Drawing	2	Freehand Drawing	3
		Electives	2

SCIENTIFIC PREPARATORY COURSE

FIRST YEAR

FIRST SEMESTER		SECOND SEMESTER	
Beginning Latin	5	Beginning Latin	5
Algebra	5	Algebra	3
Physiology and Hygiene	4	Composition and Rhetoric	5
Composition and Rhetoric	5	Electives	5
Drawing	2	Drawing	2

SECOND YEAR

Cæsar and Latin Prose	4	Cæsar and Latin Prose	4
Ancient History	4	Modorn History	4
American Classics	4	American Literature and Classics	4
Drawing	1	Drawing	1
Plane Geometry	5	Solid Geometry	3
Elementary Cooking		Music	1
		Elementary Cooking	

THIRD YEAR

Cicero and Latin Prose or German	4	Cicero and Latin Prose or German	4
Elementary Botany	3	Elementary Botany	3
Algebra, Completed	3	Orthography and Phonics	3
Roman History	4	Grecian History	4
English Classics	4	History of Literature and Classics	4
Food Study		Household Management	

FOURTH YEAR

Virgil and Latin Prose or German	4	Virgil and Latin Prose or German	4
United States History	5	American Government	3
Physical Geography	5	Advanced Arithmetic	3
Elementary Physics and Lab	4	Elementary Physics and Lab	4
Freehand Drawing	2	Freehand Drawing	3
		Advanced Grammar	3

NOTE—In this course, all or two years of the Latin may be substituted by an equivalent in French or German.

CANDIDATES FOR ADMISSION to this department must furnish satisfactory evidence of good character, and must give evidence of proficiency in all studies of the courses lower than those they wish to pursue. Students who expect to graduate from the State Normal College must give evidence that they are thoroughly familiar with the common-school branches.

There are three preparatory courses, each requiring four years for its completion, and each leading to a corresponding course in the University or in the State Normal College. For the benefit of those who wish a more thorough preparation for their work, classes in Arithmetic, Elementary Algebra, and English Grammar will be organized at the beginning of each semester.

COURSES OF STUDY IN DETAIL

LATIN

FIRST YEAR

Collar and Daniell's First Year Latin completed. Easy Latin Prose Composition based on First Year Latin work. The aim of this year is a complete mastery of the First Year Latin.

NOTE—Classes in Beginning Latin are organized each semester.

SECOND YEAR

Cæsar's Commentaries and Latin Prose Composition. Much emphasis is placed on the Latin Prose that the students may become familiar with the more simple Latin constructions.

THIRD YEAR

Cicero's Orations. At least six Orations are read, including the four Orations against Catiline. Latin Prose Composition. A careful study of forms and syntax is an important part of this year's work.

FOURTH YEAR

Virgil's Aeneid, Books I-VI. Grammar reviews, scansion, and mythology. Latin Prose Composition.

GREEK

FIRST SEMESTER

White's First Greek Book with particular reference to inflections and sentence writing.

SECOND SEMESTER

White's First Greek Book and Xenophon's Anabasis. Grammatical reviews and translations into Greek of easy prose.

PREPARATORY ENGLISH

First Year

FIRST SEMESTER

Composition and Rhetoric. Elementary work in the theme, the paragraph, and the sentence.

SECOND SEMESTER

Composition and Rhetoric. Work in narration, description exposition, and argumentation.

Second Year

FIRST SEMESTER

Classics from American Literature: Poe, Bryant, Webster, Franklin, Irving, Cooper, Washington, Thoreau, Emerson, Holmes, Whittier, Longfellow, Lowell, Hawthorne, Burroughs, Aldrich. Short stories.

SECOND SEMESTER

History of American Literature, with collateral readings.

Third Year

FIRST SEMESTER

Classics from English Literature: Milton's Minor Poems, Pop's Rape of the Lock, Merchant of Venice, Julius Caesar, Hamlet, Macbeth, The Tempest, Selections from Goldsmith, Rasselas, Sheridan, Coleridge, Wordsworth, Burns, Carlyle, Macaulay, George Elliot, and Tennyson.

SECOND SEMESTER

History of American Literature, with collateral readings.

Fourth Year

A thorough review of the principles of English Grammar with a view to a mastery of this subject. Advanced English Grammar.

GERMAN

First Year

FIRST SEMESTER

German Grammar complete. Study of forms and compositions. Conversation based on Newson's First German Book (the new edition of Alge's Leiftfaden), in connection with Hoelzel's charts on the seasons. Reader begun.

SECOND SEMESTER

Some short modern stories, such as Storm's Immensee and composition based thereon. Conversation as in first semester. Eichendorff's Aus dem Leben eines tangenichts or some other short story, Wesselhoff's German Composition.

This course is for students who offer no credit in German for entrance and begin the study of German. For students who had one year of high-school work in German, the following work is offered preparatory to regular Freshman German: first and second semesters; Review of German, conversation based on Newson's German Course and those Hoelzel charts connected with it. Reading of several modern stories and composition based on the text. It is known as Conversational or Special Freshman German, as collegiate credit will be given if the student is otherwise entitled to it.

FRENCH

Students taking the Scientific Course may substitute French and German for all or a part of the Latin. As to the work in French and Spanish, consult the Department of French and Spanish in another part of the catalogue.

PHYSICS

FIRST AND SECOND SEMESTER

Recitations and Laboratory work, four hours per week. Graduates of first grade high-schools who have studied such texts as Carhart and Chute or Millikan and Gale will receive full credit for their class work. If in addition they present note books showing that at least forty experiments have been preformed-and carefully written up, they will receive full credit for the course without condition.

The first semester is devoted to Properties of Matter, Laws of Motion, Mechanics of Solids, Liquids, Gases, and Heat.

The second semester is devoted to Magnetism and Electricity, Sound, and Light. One of the above texts will be used in the class, and the manual of Atkinson and Evans as a labora tory guide.

PHYSICAL GEOGRAPHY

This subject is required in all courses. A standard textbook is studied for one semester.

BOTANY

This course will be a study of plants in their practial relations to mankind. Much emphasis will be placed on field and garden work. Each student will prepare a herbarium, and will be required to attend to a small garden. *Practical Botany* by Bergen and Caldwell will be the text. Three hours per week throughout the year.

AMERICAN GOVERNMENT

A careful study of the actual workings of the government, national, state, and local.
James and Sanford's *Government in State and Nation* is used as the text.

U. S. HISTORY

Reference work is required each week. Some training in the use of sources is given. Frequent reports and papers are required. Careful note books must be kept.

GENERAL HISTORY

The aim is to give the student a general acquaintance with the leading persons, and the institutions, political and religious, with the literary and artistic movement; in general, with the progress of civilization in its broader aspects. The method employed will be the text-book, references to more comprehensive works, essay-writing, map-drawing, and lectures by the instructor.

ARITHMETIC

This course in Arithmetic comprises two semesters. Accuracy and rapidity in performing the operations in the solutions of problems is the first aim in the study of this subject. These accomplishments are brought about through the use of carefully prepared exercises and drills in the four fundamentals and in fractions, including also a course in Mental Arithmetic. Ray's *Higher Arithmetic* is the text-book for the second semester. The subjects especially emphasized in this term's work are the following applications of Percentage: Profit and Loss, Interest, True and Bank Discount, Stocks and Bonds, Commission, Exchange, and Equation of Payments. Other subjects which receive special attention are Arithmetical Analysis, Involution and Evolution, and the very important subject of Mensuration. The one important result, a proper understanding of the reason for ever step necessary to the solution of a problem, is kept constantly in mind throughout all the work in Arithmetic. This is the teacher's class and forms of solution and methods of teaching receive special attention.

ALGEBRA

First semester Algebra will include all the fundamental operations of Algebra, factoring and its applications, and simple equations, to involution and evolution. Well's *Secondary Algebra* is the text-book used.

Second Semester Algebra, will include a brief review of simple equations, indeterminate equations, inequalities, special method of elimination, symmetry, and quadratic equations to harmonical progression, using Fisher and Schwatt's *Higher Algebra* as the text-book.

GEOMETRY—PLANE AND SOLID

The work in Plane Geometry will run through the first semester. In this work students are encouraged to form the habit of original investigation. Terseness and technical accuracy of statements are constant requirements, and much emphasis is given to the application of the principles of geometry to arithmetic.

Solid Geometry will be given the first half of the second semester. This work will include the fundamental propositions in planes and solid angles, polyhedrons, and the sphere, with a great variety of original exercises. Lyman's *Plane and Solid Geometry* is the text-book used.

As in arithmetic, so in algebra and geometry, special emphasis is placed upon forms of solution and methods of teaching for the benefit of Normal College students taking work in teaching and observation.

DESCRIPTIVE ASTRONOMY

A two-hour course through one semester is devoted to this subject. A text- book is used, but the topical method of recitation is followed, and students are encouraged to seek information from the standard works of Astronomy in the library. Students are made familiar with the Zodiacal and Circum-polar Constellations, the principal stars and plants. The University is supplied with a good telescope and all the apparatus necessary to efficient work in this study.

NOTE—For the courses in Advanced Algebra, Trigonometry, and Surveying, and electives in mathematics, see description of courses in the College of Liberal Arts. The courses in Arithmetic are offered each semester Classes in Algebra and Geometry will be organized at the close of ninth week of the second semester to accommodate teachers entering after the close of their schools.

PHYSIOLOGY

The text-book is Hough and Sedwick's *The Human Mechanism.* The aim is to give a good general knowledge of anatomy and hygiene and of the functions of the different organs of the body. A large amount of laboratory work is done.

DRAWING

Drawing is required in all courses. Three hours in the studio are considered equivalent to the recitation hour.

The work begins with Still-life in outline, then Still-life in light and shade, single objects and in groups. After this, perspective is taken up. The work is done in charcoal, but occasionally the pencil is used and also pen and ink by those who desire it.

Drills are given in time sketching and in memory sketching.

When the student can do this work satisfactorily, he may work in color or he may study from the cast; first, individual features, then heads, then the figure. This can not be bone in two semesters however unless the student has unusual ability, or puts in more than one hour a day.

When the students are able to draw from the living models they are permitted to do so. A great variety of work can be done as the student advances, such as studies in composition, posters with the figure for the principal motive, etc.

Courses in Mechanical Drawing and in Public-School Drawing are also offered for preparatory credit.

OHIO UNIVERSITY

Degrees, Diplomas, and Certificates

June 19, 1913

A. B.

Milton Maywould Brown	Washington
Edna Blanche Claire Cline	Albany
Virginia May Crisenberry	Cardington
Harry De La Rue	Jeffersonville
Mary Ethel Edwards	Syracuse
Mary Evans	Athens
Virgil Falloon	Falls City, Nebr.
Orion Herbert Flesher	Middleport
Albert Paul Fulwider	Athens
Louise Eleanor Hancher	Athens
Emily Evelyn Hastings	Grover Hill
John Martin Henry	Junction City
Mostyn Lloyd Jones	Athens
Roger Johnson Jones	Athens
Doris Ludlow	Piqua
Ira Alpheus McDaniel	Athens
Zoa McGuire	Marion
Clarence Albert Matheny	The Plains
Kathleen Wood Merritt	Mulberry, Fla.
Lewis Harrison Miller	Millwood, W. Va.
Vittoria Moody	Bartlett
Jesse Alfred Place	Athens
Hazel Baker Reed	Uhrichsville
Harold Hastings Shively	McArthur

Flora Kathleen West	Bainbridge
Blanche Philene Wolfe	Athens
Herman H. Young	Mogadore
Elizabeth Sara Zimand	Brooklyn, N. Y.

B. S.

Hal Chalfan Bowles	Dexter
James William Buchanan	Basil
John Gail Case	Croton
Clifford Wilmont Douglas Chance	Gambier
Oliver Perry Clutts	Wheelersburg
John Vance Donley	Cleveland
Oscar Lee Dustheimer	Thornville
Hugo Carl Fisher	New Bedford
Lester Ray Fry	Mogadore
William Elbert Fulwider	Athens
Arthur William Hinaman	East Aurora, N. Y.
Flora Estelle Hutchins	Nelsonville
John King	Newark
Gilbert Richard Micklethwaite	Portsmouth
Raymond James Nutting	Malta
John Conrad Richards	Carrollton
Ward William Robinson	Bellville
Percy Ray Stout	Stoutsville
Wellington Kom Tong Tsui	Canton, China
Eugene John Voigt	Holgate
Robert Grover Webber	Sistersville, W. Va.
James Henry White	Chandlersville

B. S. in Education

Zillah Fern Atkinson	Zanesville
Alpheus W. Blizzard	Basil
Ethel Vida Boyles	North Lewisburg
John Leroy Clifton	Columbus
Joseph Hooker Comstock	Athens
Lewis Eldon Coulter	Oil City, Pa.
Lucy Aretha Cranmer	Athens
Jennie Frances Dowd	McArthur

Elza Goodspeed Gibson	Coolville
John Odus Grimes	Athens
Bessie Alice Hawk	Newcomerstown
Francis Halbert McVay	Athens
Robert Lee Morton	Brownsville
Louise Ogan	McArthur
Matilda Ostermayer	Canton
Walter Allen Pond	Linworth
Edward Ray Richards	Zanesville
Carrie Edith Ricketts	Sugar Grove
Walter Emmett Riley	Athens
Thomas H. Rogers	Mason
Alexander Root	Frost
Charles Rufus Rounds	Cincinnati
Thomas Maynard Smith	Zanesville
Burrell Blakeney Spohn	Athens
William Addison Stage	Lancaster
Stella May Van Dyke	Athens
Edwin C. Van Winkle	Cincinnati
Callie King Walls	Cincinnati
Key Elizabeth Wenrick	Canton
Marion Wolcott	Greenwich
Harry Curtis Young	Millersburg

B. O.

George Cromwell Blower	Glouster
Elgie Leroy Bandy	Alliance

A. M.

Bessie Mabel Gorslene	Athens
Florence May Hickman	Nelsonville
Evan Johnson Jones	Athens
Charles Kelley Knight	Athens

M. S.

Perry Wilbur Fattig	Waxahachie, Texas
Frederick C. Langenberg	Beverly
Jay Arthur Myers	Ithaca, N. Y.
Clarence Lee Shilliday	New Milford

M. S. in Education

Oscar Ellsworth Dunlap	Flushing
John Coleman Marriott	Athens

M. S. in Education Pro Honore

George B. M. Morris	Lancaster

Diploma Courses Without Degrees

Two-Year Course in Elementary Education.

Ruth Armstrong	Logan
Nina Mae Browning	Steubenville
Mae Weltha Chase	Mingo Junction
Leona Elizabeth Clark	Chicago, O.
Helen Louise Coleman	Rainsboro
Sarah Anne Cox	Chillicothe
Edith Curry	East Palestine
Kathryn Grace Davis	Youngstown
Florence Beryl Fishel	Pleasant City
Maude Alice Fleming	Geneva
Lelia Catherine Gillespie	Lancaster
Essie Maud Greisheimer	Chillicothe
Ruth Eleanor Hall	Pierpont
Louise Fredericka Halt	Youngstown
Bessie Alice Hawk	Newcomerstown
Hattie Estelle Heald	Cutler
Margaret Grace Herb	Steubenville
Ada Florence Hite	Thornville
Ermina Blanche Hoge	Bethesda
Nellie May Hollingshead	Jackson
Eunice Adeline Horton	Lockwood
Iva May Humphrey	Waterford
Estelle Clarissa Lee	Athens
Velma Lee	Greenwich
Mary Iras Liddell	Shiloh
Lena Livingston	Hamersville
Elsie Mae Meikle	Kinsman
Helen Elizabeth Miller	Mingo Junction

Bess Mullane	Youngstown
Marian Elizabeth Murphy	Steubenville
Alice Gertrude Nelson	Bellaire
Mabel Allyne Nesbett	Grafton
Sara O'Rourke	Warren
Elva Faye Osborne	Huron
Louise Rebecca Perry	Nelsonville
Lavina Mary Rang	Chicago, O.
Lulu Wilhelmina Reiter	Marietta
Blanche Robinson	Bidwell
Alice Blanche Steele	Columbus
Elsie Mae Strausbaugh	Cadiz
Ola Adelaide Strong	Berlin Center
Maude Irma Stout	West Liberty
Basha Edna Swan	Athens
Gladys Ione Thomas	Chesterhill
Nettie Thomas	Kirkersville
Mary Winifred Valentine	Lancaster
Ilda Marie Wade	Cleveland
Mabel Arella Willerton	Bellaire
Jessie May Wonders	Warren
Cleo Dee Wyeth	Johnstown

Kindergarten Course

Lillian Virginia Baker	Amherst
Esther Viola Baker	Amherst
Jennie Allison Forbes	Put-in-Bay
Mary Arvesta Kiser	Piqua

Public School Drawing Supervisors' Course

Fannie Helena Cochran	Dresden
Elmer Kirk Friedel	Medina
Carrie Ellen Harden	Denison
Rena Ruth Lowry	Zanesville
Margaret Louise Ogan	McArthur

Public School Drawing Teachers' Course

Lu Berenice Lewis	Rushville

Publc School Music

Florence Eva Andrews	Glouster
Laura Belle Bailey	Athens
Mary Floy Eby	Ashland
Lois Mayme Guthery	La Rue
Ida Alice Lindsay	Gnadenhutten
Myrtle Mardis	Columbus
Susan Isabella Merry	Caldwell
Edward Armstrong Morris	Highland
Edith McKnight Peters	Mt Gilead
Ruth Lucile Romig	Uhrichsville
Helen Crew Sharp	Cadiz
Florence Ethel Southard	West Mansfield

Agricultural Education

Harry Curtis Young	Millersburg

Domestic Science

Maud Lauretta Brison	West Gore, N. S.
Bertha Edith Buxton	Athens
Elizabeth Brown Connett	Athens
Mary Ellen Ginnan	Athens
Avis Marie Guthery	La Rue
Elizabeth Agnes Halsema	New Bremen
Edna Juliet Karr	Kinsman
Eva Marie Smith	
Jessie Murray Walker	Zanesville

Electrical Engineering

Charles Otto Bailar	Sidney
Charles Henry Bunch	Ravenna
Antonio Bussiere	Rio de Janeiro, Brazil
James David Cole	Jewett
Clyde Kenneth Creesy	Coolville
Omer Joseph Daugherty	New Lexington
Charles Thornton Eakin	Negley
Agenor Ferreira	Parana, Brazil
Alton Clio Furman	Sidney

Fred Merrick McKay	Stewart
John Alvin Montgomery	Baltimore
Charles Thomas Paugh	Coolville
Donald A. Ross	Akron
Sandy Alexander Smith	Athens
Leslie Elliott Warner	New Haven, Conn.

Civil Engineering

Arthur Dellert Lynn	Portsmouth
Eugene John Voigt	Holgate

College of Music

Ellen Robert Biddle	Athens
Gladys Lucile Van Valey	Athens

Oratory

Lucile Coe Burson	Athens
Isabel Justina Hartsock	Lancaster
Alta Elizabeth McLean	North Bloomfield

Graduates of the Two-Year Collegiate Commercial Course

Cleon John Bassler	Lima
Robert Elliott Rucker	Rappsburg

ANNUAL COMMENCEMENT

OF

OHIO UNIVERSITY

University Auditorium, June 19, 1913

PROGRAM

The Orchestra

Solo—"Dance of the Dryads"..............................
MISS GLADYS VAN VALEY

Oration............................The Man and The State
LEWIS H. MILLER

Oration...The Responsibility of the School in Moral Education
CARRIE E. RICKETTS

Oration........................All's Right With the World
BLANCHE P. WOLFE

Solo—a. "Less Than the Dust"..............................
b. "Kashmiri Song"................*Woodforde-Finden*
MRS. D. H. BIDDLE

Oration..................................Useful or Useless
HARRY DE LA RUE

Oration.......................The Social Spirit in Education
JENNIE F. DOWD

Oration........................The Operation of the Unseen
CLARENCE A. MATHENY

Quartet—"Come Fill the Cup"...............*Liza Lehmann*
MISSES LEIFHEIT AND STEWART
MESSRS. JONES AND SCHAEFFLER

Conferring of Degrees and Presentation
of Diplomas

Benediction..........................Rev. F. M. Swinehart

THESES

Master of Arts

Bessie Mable Gorslene: Moliere.

Florence May Hickman: Recent Tendencies in State Constitutions.

Evan Johnson Jones: Territorial Problems before 1860.

Charles Kelly Knight: History of Coinage in the United States.

Master of Science

Perry Wilbur Fattig: The Development of the Heart and a Study of the Circulatory System of Amia Calva.

Frederick C. Langenberg: The Commercial Aspects of the Report of a Survey of the Athens Municipal Light and Water System.

Jay Arthur Myers: The Development of the Eye in Amia Calva.

Clarence Lee Shilliday: The Development of the Olfactory Organs in Amia Calva.

Master of Science in Education

Oscar Ellsworth Dunlap: Orchard Pests in Athens County.

John Coleman Marriott: The Certification of Teachers.

For the Bachelor's Degree

Bachelor of Arts

Milton Maywould Brown: The Early Progress of Christianity.

Edna Blanche Claire Cline: A Study of the Growth of Music.

Virginia May Crisenberry: The Teaching of Foreign Languages in Secondary Schools.

Mary Ethel Edwards: Amendments to the Constitution.

Mary Evans: St. Peter's Church and Its Influence on the World.

Virgil Falloon, Government of American Cities.

Orion Herbert Flesher: Our National Banking System.

Albert Paul Fulwider: Tangible Fruits of the Missionary Enterprise.

Louise Eleanor Hancher: Australia: Its Relation to England.

Emily Evelyn Hastings: A Comparison of The Merchant of Venice with the Jew of Malta.

John Martin Henry: American Tariff on Raw Materials.

Mostyn Lloyd Jones: Development of the Respiratory Apparatus in the Lepidosteus Ossius.

Roger Johnson Jones: Shelley as a Revolutionist.

Doris Ludlow: James McNeill Whistler, the Man and his Work.

Ira Alpheus McDaniel: The Prose of Sir Thomas Browne Compared with Ruskin's.

Zoa McGuire: Samuel Johnson, Why Famous?

Kathleen Wood Merritt: The Relation of Punishment to Sin in Dante's Inferno.

Vittoria Moody: The Development of the Eye in the Necturus.

Jesse Alfred Place: Development of the Caecum in the Ox.

Hazel Baker Reed: What of the Jew?

Harold Hastings Shively: The Modern Drama.

Flora Cathleen West: Minor Women Characters in Shakespeare.

Herman H. Young: Mental Fatigue.

Elizabeth Sara Zimand: Women Novelists in England.

Bachelor of Science.

Hal Chalfan Bowles: The Monroe Doctrine.

James William Buchanan: Development of Nasal Fossae and Olfactory Nerve of Lepidosteus Ossius.

John Gail Case: The Accounting of College Organizations.

Clifford W. D. Chance: Bismuth Subnitrate.

Oliver Perry Clutts: The Doctrine and the Growth of Socialism in the United States.

Arthur W. Hinaman:
John Vance Donley:
Hugo Carl Fisher:
} The Determination of a Meridian for Athens.

Oscar Lee Dustheimer: Distribution of Current Lines in Electrolytes and Some Tests on an Aluminum Electrolytic Rectifier.

Lester Ray Fry: Muscular Training.

William Elbert Fulwider: The History of the Bubonic Plague and Typhoid Fever.

Flora Estelle Hutchins: Dryden's All for Love Compared with Shakespear's Antony and Cleopatra.

John King: The Accounting of College Organizations.

Gilbert Richard Micklethwaite: Development of the Eye in Lepidosteus Ossius.

Raymond James Nutting: Development of the Epiphysis Cerebri of the Lepidosteus Ossius.

Ward William Robinson: History of Physiology.

Percy Ray Stout: The Construction, Test and Operation of a Laboratory Electric Furnace.

Wellington Kom Tong Tsui: On Analytic Series, Mainly Respecting their Convergence.

Eugene John Voigt: The Determination of the Shear Values, With the Grain, for White Oak and Yellow Pine.

Robert Grover Webber: A Micro-Photographic Study of Various Irons and Steels.

James Henry White: Studies in Eugenics.

Bachelor of Science in Education.

Zillah Fern Atkinson: Idealism in Ibsen.

Alpheus W. Blizzard: Heredity in Relation to Eugenics.

Ethel Vida Boyles: The Masque and Its Relation to the Drama.

John Leroy Clifton: The Problem of the Centralized School.

Lewis Eldon Coulter: For the Study of Geometry During the Study Period.

Jennie Frances Dowd: The Younger American Poets.

John Odus Grimes: The Curriculum of the Modern-School.

Bessie Alice Hawk: Woman's Place in Education.

Francis Halbert McVay: The Problem of Vocational Education.

Robert Lee Morton: Mathematics in the Elementary Course of Study.

Matilda Ostermayer: The Influence of the Volksbuch on Goethe's Faust.

Edward Ray Richard: The Relation of the Classics to Modern Culture.

Walter Emmett Riley: The Repeal of the Missouri Compromise.

Thomas H. Rodgers: Elementary Science Lessons for Seventh and Eight Grade Pupils.

Alexander Root: Modern Methods in the Treatment of the Criminal.

Charles Rufus Rounds: A Public School Course in Arithmetic.

Thomas Maynard Smith: The Problem of the Public School in America.

Burrell Blakeney Spohn: Type-Study in Corn for High School Agriculture.

William Addison Stage: The Annexation of Texas.

Edwin C. Van Winkle: Science in the High School.

Key Elizabeth Wenrick: The Manual Arts in the High School.

Marion Wolcott: English Prose Style.

Harry Curtis Young: The Apotheical Stage of Sclerotinia Cinerea.

ALUMNI DEPARTMENT

CLEMENT L. MARTZOLFF, B. Ped., M. Ped., *Secretary*

At the annual meeting of the Board of Trustees of Ohio University, in June, 1906, the office of Alumni Secretary was created. The object of this department is to assist in the work of the Alumni Association, to organize clubs of alumni and former students, to secure data concerning the history and the alumni of the University, and to publish bulletins from time to time denoting progress.

Of the nine hundred and nine persons who have received the Bachelors' Degree, fewer than ten have not been accounted for.

At present the Secretary is engaged in collecting data from which to compile a Complete Alumni Record of the University. This will be published in 1915, the One Hundredth Anniversary of the graduation of the first class. This publication will contain many other interesting facts concerning the history of the University.

GENERAL ALUMNI ASSOCIATION

Constitution

ARTICLE I. This Association shall be called the "Alumni Association of the Ohio University."

ARTICLE II. The officers of the Association shall be President, Vice-President, Secretary, Treasurer, and an Executive Committee, consisting of four members, to be chosen annually.

ARTICLE III. The annual meeting of this Association shall be held in connection with the Commencement exercises of the University.

ARTICLE IV. The object of this Association shall be to cultivate fraternal relations among the Alumni of the University and to promote the interests of our Alma Mater by the holding of social reunions, by literary exercises, or by such other means as the Association may, from time to time, deem best.

ARTICLE V. Any member of the Faculty, and graduate of the University, also any one who has spent three years in the college classes of the University, and has been honorably dismissed, may, by the payment of one dollar and the signing of the Constitution, become a member of this Association.

ARTICLE VI. This Constitution may be altered or amended at any annual meeting, by a vote of two-thirds of those present at such meeting.

ARTICLE VII. *Amendment.* The members of this Association shall each pay into its treasury an annual fee of one dollar, and the sum so paid shall be expended in defraying the expenses of the annual reunion.

ALUMNI ASSOCIATIONS

Officers of General Alumni Association for 1913-1914

President, JOHN T. DUFF, '70	Newcomerstown, Ohio
Vice-President, S. K. MARDIS, '93	Columbus, Ohio
Secretary, C. L. MARTZOLFF, '07	Athens, Ohio
Treasurer, F. D. FORSYTHE, '11	Athens, Ohio

Executive Committee

George C. Parks, '08.......................Athens, Ohio
Dollie Hooper Bean, '99.......................Athens, Ohio
Nellie Pickering, '05.......................Athens, Ohio
E. E. Baker, '94.......................Athens, Ohio

The Ohio University Alumni Association of Pittsburg

(Organized in 1906)

President, CALVIN B. HUMPHREY, '88
131 Riverside Drive, New York City
Secretary-Treasurer, DR. NEWMAN H. BENNETT, '99
1908 Carson St., Pittsburg, Pa

The Ohio University Alumni Association of Columbus

(Organized in 1909)

President, MRS. MARY E. LEE, '04..........Westerville, Ohio
Secretary, FLOYD S. CROOKS, '06
1507 E. Long St., Columbus, Ohio

The Ohio University Alumni Association of Southern Ohio

(Organized in 1910)

President, JOHN M. DAVIS, '73.............Rio Grande, Ohio
Secretary, FRED E. C. KIRKENDALL, '93....Chillicothe, Ohio

The Ohio University Alumni Association of New England

(Organized in 1912)

President, W. T. MORGAN, '09.............Cambridge, Mass.
Secretary, HARRY L. RIDENOUR, '12.......Cambridge, Mass.

The Ohio University Alumni Association of the Western Reserve

(Organized in 1912)

President, EMMA K. DANA, '78..............Cleveland, Ohio
Secretary, DR. A. A. JOHNSON, '08....... ...Cleveland Ohio

The Ohio University Club at Cornell

(Organized in 1913)

President, H. A. PIDGEON, '11.............Ithaca, New York
Secretary, C. L. SHILLIDAY, '12...........Ithaca, New York

LIST OF STUDENTS
COLLEGE OF LIBERAL ARTS

GRADUATE STUDENTS STUDYING FOR A DEGREE

Forsyth, Florance D., Ph. B.	Athens
Mohler, Nellie Blanche, Ph. B.	Athens
Place, Jesse Alfred, A. B.	Athens
Young, Herman H., A. B.	Mogadore

CLASS OF 1913

Bandy, Elgie Leroy	Alliance
Blower, George Cromwell, A. B.	Glouster
Bowles, Hal Chalfan	Dexter
Brown, Milton Maywould	Washington
Buchanan, James William	Basil
Case, John Gail	Croton
Chance, Clifford Wilmont Douglas	Gambier
Cline, Edna Blanche Claire	Albany
Clutts, Oliver Perry	Wheelersburg
Crisenberry, Virginia May	Cardington
De La Rue, Harry	Jeffersonville
Donley, John Vance	Cleveland
Dustheimer, Oscar Lee	Thornville
Edwards, Mary Ethel	Syracuse
Evans, Mary	Athens
Falloon, Virgil	Falls City, Nebr.
Fisher, Hugo Carl	New Bedford
Flesher, Orion Herbert	Middleport
Fry, Lester Ray	Mogadore
Fulwider, Albert Paul	Athens
Fulwider, William Elbert	Athens
Hancher, Louise Eleanor	Athens
Hastings, Emily Evelyn	Grover Hill
Henry, John Martin	Junction City
Hinaman, Arthur William	East Aurora, N. Y.
Hutchins, Flora Estelle	Nelsonville
Jones, Mostyn Lloyd	Athens
Jones, Roger Johnson	Athens

King, John	Newark
Ludlow, Doris	Piqua
McDaniel, Ira Alpheus	Athens
McGuire, Zoa	Marion
Matheny, Clarence Albert	The Plains
Merritt, Kathleen Wood	Mulberry, Fla.
Micklethwaite, Gilbert Richard	Portsmouth
Miller, Lewis Harrison	Millwood, W. Va.
Moody, Vittoria	Bartlett
Nutting, Raymond James	Malta
Place, Jesse Alfred	Athens
Reed, Hazel Baker	Uhrichsville
Richards, John Conrad	Carrollton
Robinson, Ward William	Bellville
Shively, Harold Hastings	McArthur
Stout, Percy Ray	Stoutsville
Tsui, Wellington Kom Tong	Canton, China
Voigt, Eugene John	Holgate
Webber, Robert Grover	Sistersville, W. Va.
West, Flora Kathleen	Bainbridge
White, James Henry	Chandlersville
Wolfe, Blanche Philene	Athens
Young, Herman H	Mogadore
Zimand, Elizabeth Sara	Brooklyn, N. Y.

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UNDER GRADUATES

Name	Course	Rank	Address
Aber, Irene Virginia	A. B	Jun	Athens
Adams, Ella Jean	A. B	Sen	Highland
Albright, John Grover	B. S	Fresh	Athens
Alfred, Theodore C	B. S	Soph	Lancaster
Allen, Eugene Russell	Music		Athens
Amerine, Minnie	A. B	Soph	Lancaster
Anderson, Harold Way	B. S	Jun	Lancaster
Andre, Robert M	A. B	Fresh	Waverly
Angell, Mary Leah	Music	Fresh	Athens
Antorietto, Dora Catherine	Music		Athens
Antorietto, Josephine	Com'l		Athens
Armstrong, Valerie	Music		Athens
Athas, Constantine Pan	A. B	Fresh	Lygoudista, Greece
Augustus, Ernest	Com'l	Fresh	Chillicothe
Bailar, Charles Otto	Eng	Soph	Sidney
Baker, Rea Shaw	A. B	Fresh	Somerset
Barker, Robert Ralph	A. B	Fresh	Athens
Barnaby, Paul Jones	A. B	Fresh	Randolph
Barth, Karl Morrison	B. S	Soph	Athens

Name	Course	Rank	Address
Bash, Edwin Wallace	B. S.	Sen	White Cottage
Bash, Herbert Wigton	Com'l	Fresh	White Cottage
Bassler, Cleon John	Com'l	Soph	Lima
Bauer, William Wert	B. S.	Fresh	Thurston
Bauersachs, Walter Seal	B. S.	Fresh	Waverly
Bauman, Ida Grace	Com'l	Soph	Allentown, Pa.
Bay, John Elbert	Eng	Fresh	Cumberland
Beam, Floyd Guyton	A. B.	Sen	Athens
Beam, Ronald Lysle	Com'l	Soph	N. Chattanooga, Tenn.
Beckler, Edith Blanche	Com'l		Athens
Bell, Enid Rose	A. B.	Fresh	Jacksonville
Bentley, William Prescott	A. B.	Soph	Athens
Benton, Fletcher Chapman	B. S.	Fresh	Jackson
Bethel, Mac Slator	A. B.	Sen	Athens
Bibbee, Mayme Hannah	Music		Athens
Biddle, Ellen Roberts	Music		Athens
Bierer, Martin Ellsworth	A. B.	Soph	Adena
Bishop, Herman Davis	B. S.	Sen	Derby
Black, Della Olive	Music		Athens
Blosser, Frank Ray	B. S.	Sen	Hicksville
Bobo, Florence Rinda	Com'l		Athens
Bogran, Samuel	Eng	Soph	Santa Barbara, Cent. Amer.
Bohn, Elizabeth H.	Music		Centralia, Ill.
Bolin, Eleanor	Com'l		Athens
Bort, Donald S.	Com'l	Soph	Logan
Boyles, Gladys	Special		Nelsonville
Bradley, Edith Mary	A. B.	Fresh	McGregor, Iowa
Brady, Benjamin Franklin	Eng	Fresh	Nelsonville
Brickles, Lucy Inez	A. B.	Sen	Nelsonville
Brown, Burton Milton	Special		Summerville, W. Va.
Brown, James Gladstone	A. B.	Jun	Uhrichsville
Buchanan, Randall Leighton	A. B.	Fresh	Unionport
Buell, Charles Townsend	A. B.	Sen	South Bloomfield
Buell, Lewis Edward	A. B.	Fresh	South Bloomfield
Bunch, Charles Henry	Eng	Soph	Ravenna
Bundy, William Sanford	A. B.	Jun	Athens
Burleigh, Viola May	Com'l		Athens
Burson, Ethel Frances	Music		Athens
Burson, Lucile Coe	Special		Athens
Bussiere, Antonio	Eng	Fresh	Rio De Janeiro, Brazil
Byrne, Eldon Emmett	Com'l		Guysville
Callison, Lester Meek	B. S.	Fresh	Athens
Calvin, Harley Earl	Eng	Soph	Hamden
Cameron, Arthur Edward	Music		Athens
Campbell, Margaret Frances	Music		Athens
Carpenter, Edith Marie	Com'l	Soph	Athens
Carr, Alice May	Com'l		Stockport

Name	Course	Rank	Address
Carr, Wilson Hamilton	Eng	Fresh	Athens
Carroll, Anna Elnor	A. B	Soph	Bellaire
Casley, Paul Bartlett	Eng		Athens
Chamberlain, Willard Jason	Com'l	Jun	Milledgeville
Chandler, Frances Adelaide	Music		Athens
Chandler, Mary Hammond	A. B	Fresh	Athens
Chen, Shon Jen	A. B	Fresh	Canton, China
Cherrington, Edith Mabel	A. B	Soph	Athens
Cherrington, Homer Vergil	A. B	Sen	Athens
Chrisman, Oscie Dru	A. B	Sen	Athens
Christman, Anna Pearl	Music		Millfield
Christman, Eva Lea	Music		Athens
Christman, Frank Joseph	Special		Athens
Christman, John Carrington	B. S	Fresh	Waterville
Chubb, Ida Maude	Special		Corning, Iowa
Claypool, Garnet Louise	Music		Nelsonville
Cline, Hazael Blanche	A. B	Fresh	Albany
Cline Lizzie Faye	A. B	Soph	Albany
Cole, Bessie Martha	A. B	Jun	Jewett
Cole, Clarence Edison	A. B	Soph	Hartville
Cole, Fern Lelah	A. B	Soph	Hartville
Cole, James David	Eng	Soph	Jewett
Coleman, Frances White	Com'l		Athens
Cooksey, Helen Van Clief	Com'l	Fresh	Athens
Cookson, Thomas J	A. B	Fresh	Athens
Cooley, Merrill Finley	A. B	Fresh	East Liverpool
Coombs, Lucile	Com'l	Fresh	Troy
Cooper, Gilbert Floyd	B. S	Soph	McConnelsville
Cooperrider, Charles Knesal	B. S	Sen	Brownsville
Copeland, Anna Charlotte	A, B	Sen	Athens
Copeland, Edna Florence	A. B	Sen	Athens
Copeland, Thomas Harold	A. B	Fresh	Athens
Copeland, William Franklin	Com'l	Fresh	Athens
Copeland, William Howard	Com'l	Fresh	Jewett
Core, Franklin John	Eng	Fresh	Mt. Sterling
Corn, Lena Everette, A. M.	Music		Norman, Okla.
Cotner, Robert Arthur	Music	Fresh	Athens
Cotton, Mabel Stewart	Special		Athens
Couyumdopoulos, Constantine	Eng	Fresh	Beni Souef, Egypt
Cox, Garnett Leggett	A. B	Fresh	Coshocton
Creesy, Clyde Kenneth	Eng	Soph	Coolville
Cronacher, Henrietta Violet	A. B	Jun	Ironton
Cuckler, Dicie Enita	A. B	Fresh	Athens
Cuckler, Katherine Eunice	Music		Athens
Cummins, Mary Elizabeth	Music		Steubenville
Cupp, Luther Allen	B. S	Fresh	Chillicothe

Name	Course	Rank	Address
Curfman, Arthur Dwight	Music		Glouster
Daines, Evalina	Music		Athens
Daugherty, Omer Joseph	Eng	Soph	New Lexington
Davidson, Jennie	Com'l	Fresh	London
Davidson, Ralph Edwin	Music		Athens
Davis, Daniel D	Eng	Soph	Athens
Davis, Irma Elizabeth	Music		Jackson
Davis, Lillian Taylor	Com'l		Somerset
Davis, Mabel Clair	Music		Glouster
Davis, Margaret	A. B	Soph	Athens
Davis, Marie Louise	A. B	Fresh	Gallipolis
Davis, Ruth Myers	Music		Athens
De Long, Guy William	Eng	Fresh	Barnesville
De Molet, John Paul	Com'l		Athens
Dean, Minnie Foster	Special		Athens
Dickerson, Thomas Arthur	B. S	Fresh	Jersey
Dickson, Audra Mearle	Special		Athens
Dodd, Samuel Wilbur	Special		Frost
Donnelly, Mary Isabel	Music		Corning
Dougan, Stanley	A. B	Sen	Chesterhill
Douthitt, Maud Harris	Special		Athens
Drake, William Blackstone	Com'l		Athens
Du Bois, Herman Henry	B. S	Sen	Vigo
Dunbar, Marcellus Wilson	Coml		Freeport
Dupuy, Henrietta Deona	A. B	Fresh	Portsmouth
Dye, Frank Argylle	A. B	Fresh	Zanesville
Dye, Leroy Wayne	Eng	Fresh	Hamden
Eakin, Charles Thornton	B. S	Jun	Negley
Ebert, Madge	Music	Fresh	Circleville
Eccles, Charles Middleton	A. B	Sen	Athens
Eccles, Henry Henderson	A. B	Sen	Athens
Eggleston, Joseph Burt	Eng.	Fresh	Middlefield
Elliott, Lulu Faye	Com'l	Fresh	Pleasanton
Elson, Winfred Paul	B. S	Jun	Athens
Endsley, Benjamin Lawrence	A. B	Soph	Lancaster
Englehardt, Walter Stewart	Eng	Fresh	Mt. Vernon
England, Naomi Lucile	Com'l		Chauncey
Esch, Eirene Eliza	A. B	Fresh	Huron
Ewing, Clara Pauline	A. B	Soph	Bellaire
Fagan, Fannie Lucile	Com'l		Athens
Falloon, James Hugh	A. B	Fresh	Falls City, Nebr.
Fawcett, Dwight Ainsley	Com'l	Fresh	Rushsylvania
Fenzel, William Henry	Com'l	Fresh	Athens
Ferreira, Agenor	Eng	Soph	Parana, Brazil
Finsterwald, Edwin Sayre	A. B	Fresh	Athens
Finsterwald, Russell Weihr	A. B	Soph	Athens
Fisher, Mary Jane	Music	Fresh	North Lewisburg

Name	Course	Rank	Address
Flegal, Jay Carl	Com'l	Fresh	Athens
Flesher, Vashti Pauline	A. B.	Soph	Middleport
Fletcher, Mary Ella	A. B.	Soph	Athens
Foley, Kathryn Margaret	Com'l	Fresh	Glouster
Foley, Louis Haynes	A. B.	Jun	Zanesville
Forsyth, Florance D., Ph. B.	Music		Athens
Foss, Carl Alstien	A. B.	Fresh	Buffalo, N. Y.
French, Willis Lewis	B. S.	Fresh	Washington C. H.
Fulton, Norman	A. B.	Sen	Shade
Fulton, Oscar	Com'l	Soph	Athens
Furman, Alton Clio	Eng	Soph	Sidney
Gandee, Wilbur Dale	B. S.	Fresh	Athens
Geib, Arleigh Lloyd	B. S.	Fresh	Middlebranch
Gettles, Alice Hazel	A. B.	Fresh	Frankfort
Gibbony, Alvin Percy	Eng	Fresh	Carroll
Gibson, Clyde Owen	A. B.	Jun	Amesville
Gillen, Harold William	B. S.	Fresh	Wellston
Gillen, Roy John	A. B.	Jun	Wellston
Gillette, Edward Taylor	Com'l		Lancaster
Gillilan, Anna Pearl	A. B.	Soph	Salt Lake, Utah
Gillilan, Paul McVay	B. S.	Jun	Athens
Ginnan, Marie Elizabeth	Com'l		Athens
Goddard, Augusta Marie	Music		Amesville
Goddard, Fred Benoni	A. B.	Jun	Cutler
Goddard, Gretta Marian	Music	Fresh	Wellston
Goldsberry, Blaine Randolph	B. S.	Sen	Athens
Goldsberry, John Russell	Music		Athens
Graham, Hazel Frances	Com'l	Fresh	Athens
Graham, Miles McKindree	A. B.	Sen	Logan
Grassle, Lawrence Neal	A. B.	Fresh	Millersburg
Greathead, Elsie Selene	A. B.	Jun	McConnellsburg, Pa.
Grethen, John Peter	B. S.	Fresh	Cohoes, N. Y.
Grether, Louis Elroy	A. B.	Fresh	Cleveland
Grimes, Belle Few	Special		Athens
Grones, Dow Seigel	Com'l	Soph	Athens
Gullette, Cameron Charles	Music		Athens
Gutman, Leo Oliver	Eng	Fresh	Sidney
Hackett, Mary Patton	A. B.	Soph	Jewett
Hahn, Ralph	Eng	Fresh	Berlin Heights
Hall, William Loring	A. B.	Jun	Athens
Hamley, Nettie Kathryne	B. S.	Fresh	Perry
Hanely, Chester Franklin	A. B.	Fresh	Stony Ridge
Haney, Forest C.	A. B.	Fresh	Woodsfield
Hannahs, Ralph Stanley	Music		Nelsonville
Hansen, Frank Frederick	A. B.	Fresh	Walbridge
Harper, Carrie Bessie	A. B.	Fresh	Wellston
Harper, Walter Jean	B. S.	Jun	Monday

Name	Course	Rank	Address
Hart, Frederick Glenn	Eng	Soph	Prairie Depot
Hartford, Edward Elmer	Eng	Fresh	Toronto
Hartford, William Addison	Com'l	Soph	Toronto
Hartsock, Isabel Justina	A. B.	Soph	Lancaster
Harwick, Curtis John	Music		Athens
Hastings, Stanley Miller	Eng	Jun	Zanesville
Hatfield, Archie Lyman	Eng	Fresh	Warren
Hauschildt, Katherine	A. B.	Jun	Piqua
Haverfield, Grace	Music		Cadiz
Hendrickson, Mark Clayton	Eng	Fresh	Norwalk
Henry, Alice Minerva	Special		Athens
Henry, Chloe Elizabeth	A. B.	Fresh	Junction City
Henry, Lucile Rebecca	A. B.	Jun	Athens
Herrold, Rose Ella	A. B.	Jun	Nelsonville
Herrold, Russell Phillips	B. S.	Soph	Athens
Heskett, Harrison Allison	B. S.	Soph	Bethesda
Hewitt, Grace Elizabeth	Com'l		Athens
Hewitt, Milo Ephraim	Com'l		New Marshfield
Hibbard, Edwin McCune	A. B.	Fresh	Athens
Higby, Josephine Sharpe	A. B.	Soph	Higby
Higgins, Elmer Wood	Music		Athens
Higgins, Hannah Louise	A. B.	Soph	Athens
Higgins, Leight Monroe	B. S.	Fresh	Athens
Higgins, Rachael Jennings	A. B.	Fresh	Zanesville
Hill, Clyde Wright	Special		Athens
Hill, Hazel Krapps	Music		Athens
Hoffmeister, Alex Chas. M.	A. B.	Fresh	Athens
Hoisington, Harland William	A. B.	Fresh	Amesville
Hoodlet, Charles Stuart	A. B.	Fresh	Nelsonville
Hoodlet, Jacob James	B. S.	Soph	Nelsonville
Hopkins, Homer Smith	B. S.	Sen	Marengo
Horn, Albert Henry	Eng	Fresh	Monroeville
Hover, John McCoy	Eng		New Wilmington
Howe, Mary Ellen	A. B.	Soph	Troy
Huffman, David Clark	Eng	Fresh	Akron
Hughes, Milton De La Haye	A.B.Sp'l		Monroeville
Huls, Lena Mabel	Com'l	Fresh	Athens
Hunnicutt, William Clarence	B. S.	Soph	Zanesville
Hunt, Johnston Hickman	Eng	Fresh	Somerset
Hurst, Edna Powel	Music		Athens
Hussey, Cyril Christopher	B. S.	Jun	Sidney
Jackson, Homer Burton	Com'l	Soph	Columbia City, Ind.
Jackson, Ole Cleveland	B. S.	Fresh	Woodsfield
Jacoby, Marvella Juanita	Music		Athens
Jennings, Glenn	A. B.	Fresh	Fitchville
Jewett, Joseph Everett	Eng	Fresh	Malta

Name	Course	Rank	Address
Johnson, Bernard David	A. B	Jun	McConnelsville
Johnson, Eva May	Music		Athens
Jones, Alfred Crittenden	Special		Glen Roy
Jones, Grace Hoyt	A. B	Soph	Jackson
Jones, William Dale	B. S.	Fresh	Athens
Junod, Carrie Clester	A. B	Sen	Athens
Kalar, Thomas Leslie	Eng	Fresh	Belmont
Kelly, Etta	Com'l	Soph	St. Marys
Kelly, Helen	Com'l	Fresh	St. Marys
Kenyon, Johnson Darby	Eng	Fresh	Wauseon
Kern, Atta Brooks	Special		Athens
Kern, William Sherman	Special		Beaver
Kimball, Jennie Leon	Com'l		Wellston
Kimes, Blair Reed	Eng	Fresh	Belpre
King, James Robertson	Eng	Soph	Clyde
Kinnison, James Edgar	A. B	Soph	Jackson
Knight, James Dawson	Com'l	Fresh	Nelsonville
Knight, Oscar Allen	A. B	Soph	Athens
Knisely, Omar Ashton	Eng	Soph	Cambridge
Koenig, Norma Anna	Music		Murray City
Krieg, Leland	Eng	Soph	Nelsonville
Kuhn, Edna Beery	Special		Nelsonville
Langsdon, Walter Ralph	Eng	Soph	Mendon
Lash, Greta Alecia	A. B	Fresh	Athens
Law, Christine Elizabeth	A. B	Soph	Chauncey
Lawrence, Arthur Elbert	A. B	Soph	Coolville
Lawrence, Majel	A. B	Sen	Coolville
LeRoy, Bernard Reamy, Jr.	A. B	Jun	Athens
LeRoy, Bernard Reamy, Sr.	Special		Athens
LeRoy, Frank Coats	B. S	Fresh	Athens
Leech, Laura Helen	A. B	Jun	Athens
Leech, Mary Alice	A. B	Soph	Los Angeles, Cal.
Leifheit, Mabel Lena	Music	Soph	Pomeroy
Liggett, Clarence Carr	A. B	Soph	Athens
Lim, Wee Kim	A. B	Fresh	Bencoolen, Sumatra
Lineburg, Jesse Bruce	B. S	Soph	Strasburg Va.
Liston, Eugenia May	Music		Portsmouth
Lively, Sarah Joanna	Music		Albany
Logan, Edward Wilson	Eng	Fresh	Athens
Lott, Herman, Jr	Eng	Fresh	Bello Horizonte, Brazil
Love, Arthur Albert	Com'l	Soph	Nelsonville
Lovell, Hazel Josephine	Com'l		Glouster
Lowe, Bonnie Marie	Music		Quincy
Lowe, Florence Mabel	Special		Quincy
Lummis, Jacob Chauncey	Eng	Fresh	Hot Springs, S. Dak.
Lutes, Olin Silas	A. B	Soph	Coal Center, Pa.
Lynn, Arthur Dellert	Eng	Soph	Portsmouh

Name	Course	Rank	Address
McBee, Earl Edgar	A. B	Jun	Athens
McCarty, Floyd	Music		Glouster
McCauley, Nelle	Music	Fresh	Sutton, W. Va.
McCleery, Walter Scott	A. B	Fresh	Lancaster
McConnell, Gilbert Franklin	Eng	Soph	Gnadenhutten
McCoy, Wallace Walter	A. B	Fresh	West Jefferson
McGinnis, Robert Daniel	A. B	Soph	Zanesville
McGowan, Nellie Catharine	Music		Athens
McKay, Frederick Merrick	A. B	Sen	Stewart
McKee, Grosvenor Stewart	Eng	Fresh	Athens
McLaughlin, Henry Max	B. S	Sen	Wilkesville
McLean, Alta Elizabeth	A. B	Soph	North Bloomfield
McLeod, Constance Trueman	A.B.Music		Wyoming
McReynolds, Wilbur Reece	A. B	Jun	Columbus
McVay, Charles Don	A. B	Sen	Athens
McVey, James Pryor, Ph. B	Special		Athens
Maag, William Dovey	B. S	Eresh	Chillicothe
Mann, Karl Burr	B. S	Jun	Clyde
Mann, Samuel David	A. B	Soph	Athens
Mariner, Daisy Belle	Com'l		Athens
Matthew, Harry Gardner	Eng	Soph	Lancaster
Mauck, Stanley Robert	M. B	Fresh	Cheshire
May, Walter W	Special		Circleville
Mercer, Gladys Lucile	A. B	Fresh	Gambier
Mercer, Leslie Leonard	Music		Athens
Merkle, Robert	A. B	Soph	Bourneville
Merwin, Addie Tullis	Music		Athens
Merwin, Margaret Blanche	Music		Athens
Metcalf, James Henry	A. B	Soph	Millersburg
Micklethwaite, Louise	A. B	Sen	Portsmouth
Miller, Albert Edward	A. B	Soph	East Liverpool
Miller, Benjamin Warren	A. B	Sen	Millwood, W. Va.
Miller, Fletcher McCoy	A. B	Jun	Athens
Mills, Grover Cleveland	Com'l	Fresh	Athens
Mills, Helen Mildr'd Jos'phne	Music		Athens
Mills, Lewis Herald	A. B	Soph	Athens
Minear, Esta Lund	Com'l		Albany
Moler, Harley Edwin	A. B.	Fresh	Athens
Montgomery, John Alvin	Eng	Soph	Baltimore
Moore, Jo Alma	A. B	Fresh	Athens
Moore, Florence Lucile	Music		Lancaster
Moore, Frederick Darrell	A. B	Soph	Athens
Moore, Marie Amanda	Music		Carrollton
Moore, Stella McGrath	Special		Athens
Morehead, Howard Franklin	Eng.	Fresh	Hamden
Morgan, Anna Pauline	Music		Murray
Morgan. Thomas Everett	B. S	Fresh	Jackson

Name	Course	Rank	Address
Morris, Dana Claire	Music		Athens
Morris, Frank Otto	Eng	Fresh	Albany
Morrow, Garnette Elizabeth	A. B	Fresh	Bartlett
Morton, Hamilton Emanuel	Eng	Fresh	Newton Falls
Morton, Rosa Creat	Music		Jacksonville
Moss, Estella May	Music	Fresh	Lancaster
Motz, Lester Leroy	Eng	Soph	Brice
Muntz, Earl Edward	A. B	Fresh	Athens
Murch, James De Forest	A. B	Jun	Athens
Murray, Edward Cornelius	B. S	Fresh	Corning
Nader, Edna Valentine	A. B	Soph	New Lexington
Neff, Perry Andrew	A. B	Soph	Dayton
Nelson, Marguerite Lucile	Music		Nelsonville
Nesbitt, Hannah Mary	A B	Soph	Bellaire
Newsome, James Earl	A. B	Fresh	Rendville
Nixon, John Newton	B. S	Jun	Bremen
Nye, Charles Edward	A. B	Soph	Athens
O'Rourke, Hannah	Music		Niles
O'Rourke, Marie Katherine	A. B	Fresh	Warren
Oldham, Fred Wilson	Eng	Fresh	Bedford
Ott, Harry Wesley	A. B	Fresh	Frankfort
Pairan, Paul Edward	A. B	Soph	Lancaster
Palmer, Horace Dutton	Eng	Fresh	Athens
Parfitt, Blanche Ruby	Music		Athens
Parker, Adeline Davis	Music		Rutland
Parker, Edna Lucile	Music		Athens
Parker, May Margaret	Music		Athens
Parker, Sidney Lester	Eng	Jun	Athens
Parker, William Floyd	A. B	Fresh	Athens
Parry, Anna Gladys	Com'l		Jackson
Patton, Oma Jean	A. B	Soph	New Rumley
Paugh, Charles Thomas	B. S	Jun	Coolville
Pelley, Mary Vance	A. B	Soph	Mingo Junction
Penzickes, Constantine C	Eng	Fresh	Nicosia, Cyprus
Peoples, Helen Foster	Music		Athens
Peoples, Mary Foster	Music		Athens
Perry, Hazel Lucile	A. B	Soph	Martin's Ferry
Peters, Harry Keith	Eng	Fresh	Toronto
Peters, Stuart Harris	A. B	Fresh	Mt. Gilead
Peterson, Theodore Carl	Eng	Fresh	Lorain
Peugh, Earl Kemper	Eng	Soph	Glouster
Phillips, Adda Alderman	Music		Athens
Phillips, Alice Alderman	Music		Athens
Phillips, Eleanor Primrose	Music		Athens
Phillips, Helen Marie	A. B	Jun	Hornell, N.Y.
Pickering, Anna Katherine	A. B	Sen	Athens
Pickering, Gertrude Gardner	A. B	Sen	Athens

Name	Course	Rank	Address
Pickering, James Theodore	B. S.	Jun	Athens
Pickering, Kenneth Harvey	A. B.	Fresh	Athens
Pierce, Caroline Carleton	Special		Monmouth
Pierce, John Harley	A. B.	Fresh	Shade
Pilcher, Leroy Washington	Com'l	Fresh	McArthur
Pilcher, Lois Teresa	A. B.	Jun	McArthur
Pinney, Claud Charles	Special		Arcade, N. Y.
Plyley, Chauncey Ace	A. B.	Sen	Washington, C. H.
Poling, Robert Burton	A. B.	Fresh	Logan
Porter, Allie Goddard	Music		Chauncey
Porter, Julia Elizabeth	Music		Athens
Post, Harriet Grace	A. B.	Jun	Washington C. H.
Post, Mary Hazel	A. B.	Fresh	Washington C. H.
Powell, Newman Minnich	A. B	Jun	Coolville
Power, Eva Inez	A. B	Sen	Nelsonville
Price, Anna Klostermeier	A. B.	Jun	Athens
Price, John Henry	B. S.	Soph	Athens
Pritchard, Charles Gilbert	Com'l	Fresh	Nelsonville
Rambo, Florence Marie	A. B.	Sen	Zanesville
Rambo, George Jefferson	Music		Jacksonville
Rardin, Addie Marie	Music		Athens
Reed, Hazel Mae	Com'l	Fresh	Piqua
Reeves, Chalmer H	Music		Athens
Reeves, Sally Alston	Special		Warren
Reeves, Wilbur David	Com'l	Fresh	Athens
Reichelderfer, Gladys Ruth	A. B.	Soph	Kingston
Reinoehl, Earl Ralston	Eng	Fresh	Massillon
Renshaw, Sam	A. B.	Sen	Athens
Reynolds, Beneva Elizabeth	Music		Nelsonville
Rhodes, Clifford John	A. B	Fresh	Minersville
Richards, Besse Estelle	Music		Gluster
Richards, Elsie Myrtle	A. B.	Sen	Kokomo, Ind.
Richardson, Charley Burr	Eng	Fresh	Athens
Richardson, Grace Vida	Music		Athens
Richeson, Mary Grindle	Com'l	Fresh	St. Paris
Riley, Grace Lillian	Music		Athens
Riley, James Perry	A. B	Soph	Guysville
Riley, Mildred Ann	Music		Athens
Roach, Bernice Maude	Music		Athens
Roach, Clarence Wayne	Music		Athens
Roach, Edith Marie	Music		Athens
Roach, Hazel Putnam	A. B.	Fresh	Athens
Roberts, Emmett Ephraim	B. S.	Jun	McConnelsville
Robinson, Lillian Gonzalez	Music		Athens
Rodgers, Emma Wilson	A. B.	Soph	New Lexington
Rodgers, John Nelson	A. B.	Soph	New Lexington
Rogers, Lynton Harold	Eng	Fresh	Lorain

Name	Course	Rank	Address
Romine, Glen Mutchler	B. S.	Fresh	Athens
Ross, Donald A	Eng	Soph	Akron
Rosseter, Howard Monroe	Com'l	Soph	Athens
Roush, Helen Cornelia	Music		Athens
Rovner, Jacob	B. S.	Fresh	Cleveland
Rucker Robert Elliott	A. B.	Sen	Rappsburg
Rulon, Winifred Orea	A. B.	Fresh	Logan
Russell, Lewis Walter	Eng	Soph	Luther, Montana
Sakurai, Rinzo Matzu	A. B.	Fresh	Tokie, Japan
Sanford, Robert Mason	B. S.	Fresh	Defiance
Sayre, Arthur Alan	A. B.	Eresh	Athens
Sayre, Edgar Weaver	Eng	Soph	Letart Falls
Schaeffler, Leo	B. S.	Jun	Athens
Scheer, Nelle C	Music		Zaleski
Schloss, Belle Elizabeth	A B.	Jun	Athens
Scott, Emma Jane	Com'l	Soph	Spencer, W. Va.
Scott, Susan Eleanor	Music		Athens
Secrest, William Jackson	Eng	Fresh	Pleasant City
Seibel, Elmer Hermon	A. B.	Soph	Monroeville
Seward, Jay Emrie	Eng	Soph	Athens
Shafer, Lawrence Augustus	A. B.	Fresh	Ahens
Sharp, William Thompson	Eng	Fresh	Cadiz
Shepherd, Pauline Stoody	A. B.	Fresh	Cleveland
Sherman, George Leslie	B. S.	Sen	Athens
Shimansky, Harry Solomon	B. S.	Fresh	Nelsonville
Shively, Earl Cranston	A. B.	Soph	McArthur
Silcott, Gordon Raymond	Com'l	Soph	Nelsonville
Silvus, Effie	Music		Athens
Sines, Mabel Alice	Music		Nelsonville
Skinner, Getta	Music	Fresh	Glouster
Slater, Rosa	Music		Hocking
Slaughter, Birdella Woodruff	Music		Athens
Slutz, Dorothy Jane	Music		Athens
Smith, Albert Truman	A. B.	Sen	Big Plain
Smith, Carl Russell	Com'l	Fresh	McArthur
Smith, Lena Violet	Music	Soph	Moundsville, W. Va.
Smith, Patsy	Music		Glouster
Smith, Sandy Alexander	Eng	Soph	Athens
Snyder, Earl Sidney	Com'l	Soph	Edgerton
Souder, Ruth Serena	B. S.	Fresh	Athens
Sprague, Allen Dent	A. B.	Fresh	Chauncey
Sprague, Edna McGrath	A. B.	Soph	Athens
Sprague, Lenore Adalene	Music		Chauncey
Stalder, Margaret Ullom	Music		Athens
Starr, Elma Vera	Music	Soph	Athens
Stewart, Alfred William	B. S.	Sen	Portsmouth
Stewart, Carroll	A. B.	Sen	Athens

Name	**Course**	**Rank**	**Address**
Stewart, John	Eng	Fresh	Athens
Stickney, Bertha Stewart	Com'l	Soph	Athens
Stinchcomb, Judd Thomas	Special		Sycamore
Stonebraker, Cecil Stanton	Special		Belmont
Strawn, Goldie May	Music		Athens
Stuart, George Washington	A. B	Fresh	Nelsonville
Swank, Helen Armacost	Music		Murray
Swanson, Hester Sarelda	Music		Athens
Swartz, Lena Ada	A. B	Sen	McArthur
Swinehart, Ruth	Music		Athens
Tannahill, Ethel Beatrice	A. B	Fresh	Logan
Terwilliger,Leda Margh'retta	Special		Spirit Lake, Iowa
Tewksbury, Crescent Wm.	Eng	Fresh	Athens
Thomas, Deborah	Com'l		Crafton, Pa
Thomas, John Nelson	Eng	Fresh	Thurman
Thomas, Susan Mildred	A. B	Soph	Portsmouth
Thurlow, Genevieve Baker	A. B	Fresh	Athens
Tilley, Margaret L.	Special		Traverse City, Mich.
Timms, Ezra Dowd	Eng	Fresh	Dundas
Trout, Marion	Special		Nelsonville
Tyree, Harold Burdick	Com'l	Fresh	Huntington, W. Va.
Ulmer, Fred Arthur	B. S	Soph	Athens
Upham, Chester Robert	Eng	Fresh	Mt. Vernon
Van Pelt, Wayne	A. B	Soph	Highland
Vianna, Luis de Lima	Eng	Soph	Minais Geraes, Brazil
Von Riethdorf, Frederick E.	Special		Athens
Wade, Lela Lurene	Com'l		Millfield
Wagner, Mary Emma	A. B	Jun	Dennison
Walden, Blanche Leota	A. B	Soph	Athens
Waller, Oscar Ermine	B. S	Fresh	Cumberland
Warner, Leslie Elliott	Eng	Soph	New Haven, Conn.
Warner, Nora Teresa	Music		Dundas
Warrener, Mary Estelle	A. B	Jun	Athens
Warrener, William John	Music		Athens
Watkins, Charles	Com'l		Luhrig
Weaver, Helen	Music		Racine
Webb, Carol Castor	Com'l	Fresh	Albany
Webb, John Lester	Eng	Fresh	Carbon Hill.
Webster, Frances Elizabeth	Music		Athens
Wee, Choonsean	Com'l		Padang, Sumatra.
Weinman, Caryl Auburn	Com'l		Columbus
Weist, Albert Harold	A. B	Soph	Campbellstown
Wells, Alma Lucile	A. B	Fresh	Sharpsburg
Wendt, Ruth Lois	Music		Athens
Whiston, Wilbur Harry	A. B	Jun	Bremen
White, Lizzie Gertrude	Com'l		Athens
White, William C. Orr	A. B	Fresh	Stockport

Name	Course	Rank	Address
Wilkes, Inez Grace	Music		Chadbourne, N. C
Williams, Gwilym I.	Eng	Soph	Glouster
Williams, Isa Virginia	Special		Athens
Williams, Mary M.	Music		Athens
Williams, Roger Eugene	Music		Athens
Williams, Winifred Lelia	Special		Athens
Willis, Gertrude	Music		Nelsonville
Willis, Helen Bauhof	A. B.	Soph	Canton
Wilson, Carl Henry	B. S.	Jun	Conneaut
Wilson, Elva Ruth	A. B.	Jun	Washington C. H.
Wilson, Harry Clifford	A. B.	Jun	Athens
Wilson, Harry Reynolds	Eng	Soph	New Martinsville, W. Va.
Winter, George Wilson	Com'l	Soph	Crooksville
Winter, Hazel	A. B	Fresh	Crooksville
Wolfe, Byron Armstrong	A. B.	Fresh	Athens
Wood, Austin Vorhes	B. S.	Jun	Athens
Wood, Ernest Richard	A. B	Fresh	Albany
Woods, Olah Angell Hooper	Music		Athens
Woolly, Cela Louise	Music		Athens
Wyatt, Bessie Madge	Music		Athens
Yoakem, Howard Haines	B. S.	Fresh	Vigo
Young, Lola Lee	Com'l		Stout

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STATE NORMAL COLLEGE

GRADUATE STUDENTS STUDYING FOR A DEGREE

Comstock, Joseph Hooker, A. B., B. S. in E.	Athens
Kahler, Mary Engle, Ph. B., B. Ped.	Athens
Lu, Mau Deh, B. S. in E.	Shantung, China
McVay, Francis Halbert, B. S. in E.	Athens
Sherman, Alice Louise, A. B., B. Ped.	Wilmington
Wolcott, Marion, B. S. in E.	Greenwich

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CLASS OF 1913

Atkinson, Zillah Fern, A. B	Zanesville
Blizzard, Alpheus W.	Basil
Boyles, Ethel Vida	North Lewisburg
Clifton, John Leroy	Columbus
Comstock, Joseph Hooker, A. B.	Athens
Coulter, Lewis Eldon	Oil City, Pa.
Cranmer, Lucy Aretha	Athens
Dowd, Jennie Frances	McArthur
Gibson, Elza Goodspeed, Ph. B.	Coolville
Grimes, John Odus	Athens
Hawk, Bessie Alice	Newcomerstown
Lu, Mau Deh	Shantung, China
McVay, Francis Halbert	Athens
Morton, Robert Lee	Brownsville
Ogan, Louise, A. B.	McArthur
Ostermayer, Matilda	Canton
Pond, Walter Allen, A. B.	Linworth
Richards, Edwards Ray, A. B.	Zanesville
Ricketts, Carrie Edith	Sugar Grove
Riley, Walter Emmett	Athens
Rogers, Thomas H.	Mason
Root, Alexander	Frost
Rounds, Charles Rufus	Cincinnati
Smith, Thomas Maynard, Ph. B.	Zanesville
Spohn, Burrell Blakeney	Athens
Stage, William Addison	Lancaster
Van Dyke, Stella May, A. B.	Athens
Van Winkle, Edwin C.	Cincinnati
Walls, Callie King, B. S.	Cincinnati
Wenrick, Key Elizabeth	Canton
Wolcott, Marion	Greenwich
Young, Harry Curtis	Millersburg

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UNDER GRADUATES

Name	Rank	Address
Aber, Nina Conner	Jun	Athens
Aiken, Edyth Caroline	Soph	Jewett
Albert, Louise M	Fresh	Youngstown
Albright, Grace Mabel	Special	Athens
Andrews, Florence Eva	Soph	Glouster
Archer, Angie	Fresh	McConnelsville
Armstrong, Ruth	Soph	Logan
Armstrong, Violet Jeannette	Fresh	Laurelville
Arnold, Lillian Diana	Fresh	Youngstown
Bacon, Isabella Eliza	Soph	Kinsman
Bailey, Laura Belle	Jun	Athens
Baird, Don Otto	Special	Wilmington
Baker, Esther Viola	Soph	Amherst
Baker, Lillian Virginia	Soph	Amherst
Baldwin, Gladys	Fresh	Swifts
Ball, Ethel May	Special	Hocking
Balliett, Nora Belle	Fresh	New Philadelphia
Barcroft, Frances Marion	Fresh	Newcomerstown
Barnes, Lenora Esther	Special	Radcliffe
Barnett, Leonard	Fresh	Fleming
Barrett, Veda Marie	Fresh	Barnesville
Barrows, Goldie Irene	Fresh	Marietta
Bateman, Grace	Jun	Frederickstown
Baum, Effie Brown	Soph	Bourneville
Bay, Josephine Elizabeth	Fresh	New Plymouth
Bayley, Annia May	Fresh	Elyria
Bay, Helen Swern	Soph	Cumberland
Bean, Fannie Cozette	Special	Athens
Bean, George Clyde	Fresh	Albany
Bean, Nellie Dora	Special	Federal Creek
Beckley, Carrie Ethel	Soph	McArthur
Benedict, Bess Mae	Soph	Greenwich
Biedel, Grace Mayfred	Soph	Watertown
Bishop, Lena Marie	Soph	North Lewisburg
Blumenthal, William Raphael	Sen	Cleveland
Borchers, Dena V	Fresh	Rockford
Bouts, John Harry	Fresh	South Webster
Boyer, Edna Elizabeth	Fresh	Pickerington
Brackin, Margaret Frances	Fresh	Kinsman
Breyfogle, Myrtle Belle	Fresh	Athens
Brison, Maud Lauretta	Soph	West Gore, N. S.
Brough, Gladys Irwin	Fresh	Cadiz
Brough, Kathryn Irene	Fresh	Rocky Ridge
Brown, Florence Marie	Soph	Jackson
Brown, Rose Ora	Soph	Kelly's Island

Name	**Rank**	**Address**
Browning, Nina Mae	Soph	Steubenville
Brunner, Ruth Emily	Fresh	Uhrichsville
Buchanan, Edith Amanda	Jun	Basil
Buchanan, Phoebe Elizabeth	Special	Woodsfield
Bullock, Helen Mary	Fresh	Cadiz
Buxton, Bertha Edith	Soph	Athens
Bye, Mary Lenore	Soph	Negley
Calvin, Margaret Belle	Soph	Hamden
Carnahan, Fannie Elizabeth	Fresh	Dayton
Carter, Ethel Marie	Soph	Nelsonville
Caster, Lovina	Special	Carpenter
Cattell, Lurena Marjorie	Sen	Mt. Pleasant
Chase, Mae Weltha	Soph	Mingo Junction
Christman, Gladys Fantine	Soph	Waterville
Christman, Jacob Branch	Special	Athens
Clark, Florence Mildred	Fresh	Sugar Grove
Clark, Frances Etta	Special	Kimbalton
Clark, Leona Elizabeth	Soph	Chicago. O.
Clarke, Mary Evangeline	Fresh	Cadiz
Clem, Isabel	Fresh	Newark
Clifford, Isabelle Ethel	Fresh	Cadiz
Clohs, Cora May	Jun	Marietta
Cochran, Fannie Helena	Jun	Dresden
Coe, Mabel Mae	Fresh	Albany
Cole, Gladys Blanche	Fresh	Hartville
Coleman, Helen Louise	Jun	Rainsboro
Coleman, Mabel Bertine	Fresh	Athens
Colley, Clara Celia	Soph	Freeport
Collins, Anastasia Teresa	Soph	Athens
Collins, Mary Jane	Fresh	Washington C. H.
Connett, Elizabeth Brown	Soph	Athens
Cooper, Edna Catherine	Soph	Youngstown
Copeland, Nancy Louisa	Fresh	Cadiz
Copeland, Nelle Elizabeth	Jun	Athens
Corner, Dayton Orrin	Soph	Waterford
Corwin, Elma Rebecca	Fresh	Lancaster
Coultrap, Anna Marie	Fresh	McArthur
Covert, Ruth Elizabeth	Fresh	Syracuse
Cox, Jennie	Fresh	New Martinsville, W. Va.
Cox, Sarah Anne	Soph	Chillicothe
Crile, Helen Hoetler	Fresh	Fresno
Crooks, Hazel Marie	Soph	Grove City
Cross, Bonnie Prudence	Soph	North Baltimore
Cunningham, Mabel Katurah	Fresh	Steubenville
Curry, Bess Todd	Soph	Columbus
Curry, Edith	Soph	East Palestine
Curtis, Olive Matilda	Fresh	Chagrin Falls

Name	Rank	Address
Danford, Gladys Allen	Jun	Glouster
Danford, Merle Elizabeth	Fresh	Trimble
Davidson, Bess Arcada	Soph	Snmmerfield
Davis, Kathryn Grace	Soph	Youngstown
Davis, Lena Elizabeth	Fresh	Glouster
DeGraft, Glen Morgan	Fresh	Bradner
DeLancey, Elsie Eleta	Fresh	Shiloh
De Vore, Mary Mildred	Fresh	Nelsonville
Dill, Karl W	Special	Pemberton
Dinsmoor, Constance Faye	Fresh	Shade
Dodds, Marie Louise	Soph	Cleveland
Donaldson, Arthur Earl	Special	Athens
Drake, Goldie Jean	Soph	Athens
Duncan, Helen Evelyn	Fresh	Chicago Junction
Durigg, Jacob Lee	Special	Armstrong's Mills
Eaton, Charlotte Mercedes	Fresh	Circleville
Ebersbach, Alice Louise	Fresh	Pomeroy
Ebersbach, Florence Josephine	Fresh	Pomeroy
Eby, Mary Floy	Fresh	Ashland
Eddy, Mildred Arline	Soph	Athens
Edwards, Helen Estelle	Fresh	Ashtabula
Elhoff, Lena C	Special	Stockdale
Emery, Annetta Fay	Fresh	Newark
Entsminger, Elsie	Soph	Middleport
Everett, Stella Mae	Soph	La Rue
Ewers, Lela Arminda	Soph	Fredericktown
Fawcett, Shirley Minerva	Soph	Wellsville
Finsterwald, Nellie	Special	Athens
Fishel, Florence Beryl	Sen	Pleasant City
Fisher, Charles Richard	Soph	Athens
Fisher, D. Marguerite	Soph	Warren
Fleming, Maud Alice	Soph	Geneva
Floyd, Clara Mae	Soph	Lancaster
Floyd, Kathleen Elizabeth	Fresh	Lancaster
Flynn, Rhea Kirby	Fresh	New Philadelphia
Foltz, Laura Edith	Fresh	North Baltimore
Forbes, Jennie Allison	Fresh	Put-in-Bay
Foutch, Viola Frances	Fresh	Athens
Fox, Marguerite Josephine	Fresh	Smithfield
French, Cora Elizabeth	Fresh	Dorest
Friedel, Elmer Kirk	Jun	Meeina
Frost, Leah Lucile	Fresh	Marietta
Fry, Mary Mabel	Fresh	Fremont
Frye, Lola Belle Chester	Fresh	Athens
Fulks, Ben Floyd	Special	Dresden
Fuller, Roland Andrew	Fresh	Columbus
Garber, Elizabeth Gertrude	Soph	Bellville

Name	Rank	Address
Gaskill, Pearley	Sen	Athens
Gifford, Clara May	Fresh	Beckett
Gillespie, Lelia Catherine	Soph	Lancaster
Gillilan, Ruth Clare	Fresh	Salt Lake, Utah
Ginnan, Mary Ellen	Jun	Athens
Goddard, Helen Lane	Fresh	Amesville
Gotshall, Pearl Louise	Special	Jewett
Grafton, Winifred James	Soph	Adena
Greisheimer, Essie Maud	Sen	Chillicothe
Griffin, Hazel May	Fresh	Alfred
Gross, Haidee Coral	Soph	West Liberty
Grover, Maria Rome	Fresh	Albany
Grueser, Freda Rosena	Special	Minersville
Guthery, Avis Marie	Soph	La Rue
Guthery, Louis Mayme	Soph	La Rue
Haight, Mabel	Fresh	Goshen
Hall, Lua	Fresh	Andover
Hall, Margaret	Special	Proctor, W. Va.
Hall, Ruth Eleanor	Soph	Pierpont
Halsema, Elizabeth Agnes	Soph	New Bremen
Halt, Louise Fredericka	Soph	Youngstown
Hampton, Roxy May	Special	Nelsonville
Haptonstall, Eva Alma	Fresh	Middleport
Harden, Carrie Ellen	Jun	Dennison
Hardin, Winifred Daisy	Soph	Gambier
Harris, Alice Glenna	Eresh	Bailey, Mich.
Harrod, Esther Lillian	Soph	South Charleston
Harrod, Florence Ada	Soph	South Charleston
Hayes, Everett Raymond	Fresh	Guysville
Hayes, Florence	Special	Langsville
Hayes, Winifred Alice	Fresh	Guysville
Heald, Hattie Estelle	Soph	Cutler
Hedges, Effie Harper	Jun	Cadiz
Henke, Nita Cecile	Jun	Athens
Herb, Margaret Grace	Soph	Steubenville
Herbert, Katherine Anne	Soph	Cleveland
Hesse, Edna Fern	Soph	Roseville
Hewitt, Estella Faye	Sen	New Marshfield
Heyner, Mildred Clair	Fresh	Cleveland
Hickox, Edna Eliza	Soph	Novelty
Hite, Ada Florence	Fresh	Thornville
Hite, Mary Ruth	Fresh	Marietta
Hizey, Alice Carey	Fresh	Pickerington
Hoak, Hazel	Special	Carbondale
Hoffert, Ruth Florence	Fresh	Bradford
Hoge, Ermine Blanche	Soph	Bethesda
Hollingshead, Nellie May	Special	Jackson

Name	Rank	Address
Hoover, Mary	Soph	Middlebranch
Hoover, Sylvia	Soph	Middlebranch
Horton, Eunice Adeline	Soph	Lockwood
Horton, Minnie Helena	Jun	Lockwood
Hughes, Charles Clarence	Special	Vinton
Humphrey, Iva May	Soph	Waterford
Hunt, Hazel Elizabeth	Sen	Somerset
Hunt, Helen Elizabeth	Soph	Warren
Hupp James Lloyd	Special	Hemlock
Hutchinson, Calvin Clyde	Special	Logan
Jackson, Frederick Augustus	Soph	Woodsfield
James, Margaretta Elizabeth	Soph	Steubenville
Jenks, Stella Mason	Special	Vigo
Johnston, Reed Seth	Soph	Athens
Jones, Ann Matilda	Jun	Canton
Jones, Anna Maude	Soph	Jackson
Jones, Earl Leslie	Jun	Nelsonville
Jones, Katherine	Special	Crooksville
Jones, Ruth Elizabeth	Soph	South Charleston
Jordan, Stanley L.	Special	Hillsboro
Karr, Edna Juliet	Soph	Kinsman
Katzenbach, Lucy Marie	Fresh	Nelsonville
Keely, Edna Rosetta	Fresh	Lancaster
Kelly, Margaret	Special	St. Marys
Kimble, Edna Blanche	Fresh	Steubenville
King, Dana M.	Special	Glenford
King, Edward Riley	Sen	Creola
King, Martha Lee	Soph	Marietta
Kinsel, Fred Ernest	Special	Wellston
Kinsey, Bertha Lee	Soph	New Philadelphia
Kirkbride, Wanda Marguerite	Soph	New Matamoras
Kiser, Mary Arvesta	Soph	Piqua
Knoll, Elsie Leota	Jun	Alliance
Knoll, Zella Elizabeth	Sen	Alliance
Krapps, Zelma Katherine	Jun	Athens
Kumler, Nettie Elizabeth	Fresh	Baltimore
Lane, Wilma	Fresh	Cambridge
Lange, Mayme Martha	Fresh	Salineville
Lash, Faye Ardelle	Fresh	Athens
Lavine, Anna Claire	Soph	Steubenville
Lawton, Helen Elizabeth	Special	Barlow
Lee, Estella Clarissa	Fresh	Athens
Lee, Velma	Soph	Greenwich
Lehman, Samuel George	Soph	Ney
Lewis, Lu Bernice	Soph	Rushville
Leydorf, Clara Catherine	Fresh	Perrysburg
Liddell, Mary Iras	Soph	Shiloh

Name	Rank	Address
Liggett, Laura Fern	Fresh	Leesville
Linville, Josuha Carl	Soph	Junction City
Little, Esther Ellen	Fresh	Black Run
Livingston, Lena	Soph	Hamersville
Long, Blanche Lois	Soph	Mt. Vernon
Long, Bernice Olive	Soph	Mt. Vernon
Loofourrow, Christine Marie	Fresh	Mt. Sterling
Lortz, Jessie Hazel	Fresh	Amesville
Lowry, Rena Ruth	Jun	Zanesville
Luntz, Nelle Marie	Soph	Steubenville
Lyle, Joseph Wilson	Sen	Cincinnati
McAuslan, Frances May	Fresh	East Hampton, Mass.
McCarroll, Gertrude Rose	Soph	Steubenville
McClure, Harriet Clendenin	Special	Allensville
McCormick, Jesta Nelle	Fresh	Athens
McCulloch, Josephine Eugenia	Fresh	Fremont
McCurdy, Ethel Marie	Special	Coshocton
McFarland, Christina Isabel	Fresh	Warren
McGugin Julia Merle	Soph	Mt. Vernon
McKelvey, Augusta Bess	Soph	Fredericksburg
McLaughlin, George Evert	Sen	Athens
McNaughton, James Edgar	Sen	South Webster
McNeal, Mary Olive	Fresh	Waterford
Magrew, Pearle Burnham	Soph	Magrew
Mardis, Myrtle	Soph	Columbus
Mariner, Genevieve	Soph	Youngstown
Martin, Mary Ruth	Fresh	Cleveland
Martin. Peter Elwyn	Fresh	Worthington
Martin, Roscoe Everett	Fresh	Sardinia
Mast, Cora Elma	Jun	Zanesville
Maze, Esther Gertrude	Fresh	Nelsonville
Meikle, Elsie Mae	Soph	Kinsman
Merrill, Lucia Ellen	Special	Andover
Merry, Susan Isabella	Soph	Caldwell
Middleton, Genevieve Virginia	Fresh	Middleport
Miller, Ethel Ida	Special	Langsville
Miller, Frances Mary	Soph	Kelley's Island
Miller, Helen Elizabeth	Soph	Mingo Junction
Miller, Irene Mary	Fresh	Green Spring
Miller, Mildred Annette	Fresh	Millersport
Miller, Nellie Blanche	Fresh	Baltimore
Miller, Ruby R	Fresh	Lancaster
Mills, Amanda Jane	Fresh	Toronto
Moffitt, Lulu Faye	Fresh	Mt. Vernon
Moore, Enned May	Special	Cumberland
Moore, Frances Elizabeth	Fresh	Carrollton
Moore, Ila Winifred	Fresh	Atlanta

Name	Rank	Address
Moore, Irvie Meechem	Fresh	Byesville
Morris, Edward Armstrong	Soph	Highland
Morris, Harry Lee	Fresh	Mt. Sterling
Morris, Helen	Fresh	Cutler
Morris, Nellie Abigail	Fresh	Magrew
Moskoffian, John Gregory	Jun	Sibas, Armenia
Mullane, Bess	Soph	Youngstown
Murphy, Marian Elizabeth	Fresh	Steubenville
Myers, Ethel	Fresh	Green Springs
Naylor, Lucile	Fresh	Malta
Neer, Lucile Francina	Fresh	Forgy
Nelson, Alice Gertrude	Soph	Bellaire
Nelson, Florence Elizabeth	Soph	Athens
Nesbitt, Mabel Allyne	Soph	Grafton
Newman, Autye Mae	Special	Hamden
Nicholson, Dwight Rogers	Fresh	Byesville
Nutt, Helen Alma	Fresh	Chardon
O'Connor, Anna	Ssecial	Athens
O'Connor, Gertrude, A. B	Sen	Stewart
O'Connor, Mary	Fresh	Athens
O'Rourke, Sarah	Soph	Warren
Orr, Esther Elizabeth	Fresh	Xenia
Osborne, Elva Faye	Soph	Huron
Park, Mary Edith	Soph	Warren
Parsons, John Cassius	Fresh	Phoneton
Patterson, Carrie Vyde	Special	Wellston
Patterson, Gladys Genevieve	Fresh	Wellston
Patterson, Lena Estelle, A. B	Special	Athens
Paullin, Martha Henrietta	Fresh	Sedalia
Pearce, Lois Gail	Fresh	McArthur
Pease, Carrie De Ette	Soph	Wellington
Penrose, Viola Mae	Fresh	Pennsville
Perry, Louise Rebecca	Special	Nelsonville
Peters, Edith McKnight	Soph	Mt. Gilead
Petty, Blanche	Jun	Rockland
Phillips, Mary Leah	Soph	Athens
Pickett, Helen Emma	Jun	Athens
Pilcher, Ada Rebecca	Jun	McArthur
Pipes, Mabelle Forest	Soph	Fulton
Pittinger, Margaret Grace	Soph	Toronto
Polk, Julia Mooreman	Soph	New Vienna
Porter, Anna Laura	Soph	Plattsburg
Potts, Carl Grady	Jun	Athens
Potts, Clarence McNatt	Fresh	Athens
Price, Katherine Estella	Special	Athens
Putnam, Susan Mildred	Soph	Athens
Pyers, Bessie	Fresh	Athens

Name	Rank	Address
Pyers, Grace	Fresh	Athens
Rang, Lavina Mary	Soph	Chicago Junction
Rang, Miriam Viola	Fresh	Chicago Junction
Rauschenberg, Stella Anna	Special	Bridgeport
Reeves, Mary Alston	Fresh	Warren
Reeves, Mary Elizabeth	Soph	New Burlington
Reeves, Olive Marie	Fresh	Shade
Reifinger, Helen Elizabeth	Fresh	Youngstown
Reisling, Susanna Ferguson	Jun	Mingo Junction
Reiter, Lula Wilhelmina	Soph	Marietta
Richeson, Marian Cromwell	Fresh	Athens
Rife, Natalie Rebecca	Fresh	Stoutsville
Riggs, Ada Graham	Fresh	Senecaville
Risdon, Nellie Blanche	Fresh	Steubenville
Robens, Olive Alexander	Soph	Chagrin Falls
Roberts, Olive Jane	Soph	Sidney
Robinson, Anna Elizabeth	Sen	Newark
Robinson, Blanche	Soph	Bidwell
Romig, Ruth Lucile	Soph	Uhrichsville
Rood, Orrell Louisa	Soph	Chagrin Falls
Rossell, Olive Elizabeth	Fresh	East Palestine
Rounds, Joseph Stuart	Fresh	Lancaster
Rupert, Carl Schurz	Special	Jackson
Russell, Greta Mildred	Fresh	Pomeroy
Ruth, Clifford Everett	Fresh	Athens
Rutledge, Ethel Cora	Jun	Athens
Rutledge, Mayme Lizbeth	Soph	Athens
Saylor Esther Garnet	Special	Athens
Schleicher, Henrietta Moorehead	Soph	Lancaster
Schleicher, Mary Magdalene	Fresh	Lancaster
Schmeltz, Esther Annie	Fresh	Rockyridge
Secoy, Ina Leona	Soph	Athens
Seeman' Ethel Olive	Soph	Hartville
Severns, Edna Mildred	Fresh	Mt. Vernon
Sewell, Esther	Special	Athens
Shafer, Samuel Sullivan	Jun	Athens
Sharp, Helen Crew	Fresh	Cadiz
Sharp, Ruth Elizabeth	Fresh	Lancaster
Sheldon, Jessye Dee	Fresh	Waterford
Shilling, Mary Leora	Fresh	McConnelsville
Shipley, Mary Ursel	Fresh	Atlanta
Shott, Vivian Richards	Soph	New Philadelphia
Shuman, Mary Ethel	Sen	Sherrodsville
Sigler, Adah Ellen	Soph	Cortland
Skinner, Charles Edward	Sen	Newark
Skinner, Faye Lulu	Fresh	Newark
Slaughter, Jessie Hannah	Fresh	Sedalia

Name	Rank	Address
Slone, Lois Mildred	Fresh	Alexandria, Ind.
Smedley, Margaret Gertrude	Soph	Youngstown
Smith, Eva Marie	Soph	Athens
Snow, Ethel May	Fresh	Mt. Vernon
Southard, Florence Ethel	Fresh	West Mansfield
Spencer, Alice E	Special	Zanesville
Spracklen, Arloa Janiza	Soph	Kenton
Sprowl, Zoe Lenore	Soph	Huron
Steele, Alice Blanche	Soph	Columbus
Stevens, Frances Folsom	Soph	Newark
Stewart, Bessie Maud	Soph	Creston, W. Va.
Stewart, Mary Agnes	Special	Athens
Stimson, Hazel Sophia	Fresh	Chardon
Stokes, Nellie Faye	Special	Pennsville
Stouder, Lora Vida	Fresh	Goshen
Strausbaugh, Elsie Mae	Soph	Cadiz
Strong, Jessie Belle	Soph	Frederickstown
Strong, Ola Adelaide	Soph	Berlin Center
Sutphen, Helen Marie	Special	Thurston
Swan, Basha Edna	Soph	Athens
Swartz, Clara Bernice	Fresh	McArthur
Talbott, Jean Elizabeth	Fresh	Chillicothe
Templer, May	Sen	Belpre
Thomas, Anna Belle	Soph	Cumberland
Thomas, Della Lee	Fresh	Kirkersville
Thomas, Gladys Ione	Soph	Chesterhill
Thomas, Nettie	Jun	Kirkersville
Thomas, Ruth Christina	Fresh	New Holland
Thompson, Bert M	Sen	Byesville
Tom, Fred Lee	Jun	New Concord
Touchman, Lottie Amelia	Fresh	Piqua
Tresham, Jessie May	Sen	Harrisville
Treudley, Ruth, A. B	Special	Athens
Tyler, Miriam Virginia	Special	Clarington
Tull, Elizabeth Ann	Fresh	Chillicothe
Valentine, Mary Winifred	Soph	Lancaster
Van Arsdale, Zoe	Fresh	La Rue
Van Dorn, Lena Matilda	Soph	Pataskala
Van Tilburg, Gladys Esther	Special	Empire
Van Valey, Gladys Lucile	Soph	Athens
Verity, Jeannette Virginia	Fresh	Nelsonville
Vester, Clara Elizabeth	Special	Chillicothe
Vincent, Elsie Vere	Soph	Van Wert
Wade, Ilda Marie	Soph	Cleveland
Waggoner, Clada Ruth	Fresh	Jewett
Walker, Jessie Murray	Soph	Zanesville
Walpole, Branson Alva	Soph	Malta

Name	Rank	Address
Ward, Effie Stevenson	Special	Athens
Ward, Mary	Soph	Athens
Wardell, Mabel Estelle	Fresh	Uhrichsville
Ware, Anna Marie	Soph	Frankfort
Warner, Mary Eva	Soph	Andover
Warner, Mary Lavinia	Fresh	Dundas
Watson, Carrie Mae	Fresh,	Athens
Weber, Maude Antoinette	Soph	Dexter City
Weekley, Bertha Leota	Special	Armstrong's Mills
Welch, Ruth Harriet	Fresh	Norwalk
Werner, Margaret Henrietta	Fresh	Cleveland
West, Mary Annis	Fresh	Bainbridge
Wharff, Edna May	Special	Stewart
White, Elize Lorena	Soph	Chandlersville
White, Joseph Cook	Soph	New Concord
White, Mary Louanna	Fresh	Chandlersville
Whitlock, Florence Ethel	Special	Chardon
Whitsey, Edna Alice	Soph	Put in Bay
Whittlesey, Nola Cole	Soph	Atwater
Wiley, Nathaniel	Sen	Kimball, W. Va.
Wilkes, Ernest Constantine, A. B.	Special	Athens
Wilkes, Marie Carsonia	Fresh	Athens
Willerton, Mabel Arella	Soph	Bellaire
Willerton, Nettie Elizabeth	Fresh	Bellaire
Williams, Edith Chenoweth	Fresh	New Cumberland, W. Va.
Williams, Verda Elminta	Soph	East Liberty
Williams, Wilbur Milton	Special	Plainfield
Willis, Irma	Soph	Canton
Willis, Zoe	Soph	Wellston
Winters, Frances Alice	Soph	Athens
Wonders, Jessie May	Soph	Warren
Wood, Cary C	Sen	Highland
Wright, Olivia Adeline	Fresh	Logan
Wyeth, Cleo Dee	Soph	Johnstown

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STATE PREPARATORY SCHOOL

All students taking work leading to collegiate courses are enrolled here.

Name	**Year**	**Address**
Addicott, Cora Elizabeth	Second	Williamsfield
Adrian, Emma	Second	Bloomingdale
Albright, Edward Emil	Fourth	Athens
Applegate, Vesta	Fourth	Goshen
Armstrong, Clarence Edward	Second	Bellville
Balderson, Mary Emily	Fourth	Amesville
Baughman, Eva Ruth	Third	New Marshfield
Baughman, Everett	Third	New Marshfield
Bean, Luta Lucile	Fourth	Guysville
Bell, Arl Mary	Fourth	Athens
Bender, Jacob Roy	Third	Uhrichsville
Blackwood, Faye Fern	Fourth	Coolville
Bobo, Ethel Frances	Third	Athens
Brandom, Maree Abbie	Second	Kansas City, Mo.
Brettell, Elizabeth	Fourth	Mingo Junction
Brown, Iscah May	Second	Agosta
Brown, Mabel Lucile	Fourth	Agosta
Burns, Dana Thurlow	Second	Guysville
Burson, Walter Coe	Third	Athens
Cagg, Miles Herbert	Fourth	Nelsonville
Caldwell, John Henry	Third	Guysville
Calhoon, William James	Third	Crooksville
Carothers, Helen Hannah	Fourth	Cutler
Chapman, George Lawrence	Fourth	Zanesville
Chapman, Tracy Ellen	Third	Coolville
Charles, Sylvanus Evan	Second	Webb Summit
Chase, Don Edwin	Fourth	Athens
Chubb, Catherine Downer	Fourth	Athens
Clark, Wooster Thomas	Third	Steubenville
Clendenin, William Everett	Fourth	Monday
Craig, George Ludlow	Second	Wallingford, Conn.
Cranmer, Clarence Edward	Third	Athens
Crumley, Martha Mildred	Third	Athens
Cullum, William Price	First	Athens
Davis, Bruce Watts	Second	Somerset
Davis, Chester Francis	Fourth	Glouster
Davis, M. Oscar	Second	Trimble
Davis, Maye A.	Third	Blazer
Davis, Rachel	Second	Gallia
Davis, Russell Harley	Second	Somerset

Name	**Year**	**Address**
Denny, Eva Edith	Second	Lancaster
Dinsmoor, Gwendolyn	Fourth	Corbondale
Donley, Gerard Vernon	Third	Nelsonville
Donovan, John Paul	Second	Chillicothe
Dunlap, Paul Mendell	First	Cadiz
Floyd, Ada Leota	Second	Athens
Floyd, Homer Samuel	Fourth	South Perry
Floyd, Leafy Gretelle	Second	Athens
Fluke, Edna Lucile	Third	Nankin
Francisco, Boyd Edward	Third	Rockbridge
Frantz, Guy L	Second	Lisbon
Garvin, Thomas Edgar	Third	Evansville, Ind.
Gibbs, Jeannette Leone	Fourth	Jacksonville
Gibson, Florence E	Second	Toledo
Goddard, Charles Curtis	Second	Cutler
Goddard, Harry Hull	Fourth	Cutler
Goddard, John Rodney	Fourth	Amesville
Graves, Harold Charles	Third	Anderson
Gregory, Norma Lidora	Second	Zaleski
Griffin, Homer Glenn	Fourth	Sherrodsville
Griffith, Jesse Eugene	First	Hillsboro
Grimes, Loren Ervin	Fourth	Cumberland
Hale, Charles Cunningham	Second	McConnelsville
Hall, Jesse Charles	Third	Glouster
Hamilton, Martha Thelma	Third	New Marshfield
Hart, Virrel Miles	Fourth	Cambridge
Higley, Brewster Shott	Fourth	Athens
Hill, Clyde Gilman	Fourth	Wheeling, W. Va.
Holle, Laura Edmona	Second	Scio
Holle, Reta Rebecca	Second	Scio
Hoopman, Hallie Belle	Fourth	Black Lick
Howard, Clarence Edward	Third	Athens
Howard, Mabel Graye	Fourth	Athens
Jamison, Sarah Pearl	Second	Georgetown
Johnson, Blanche Eleanor	Second	Dexter
Johnson, Oden	Fourth	Little Hocking
Johnson, Parker Llewellyn	Second	Vincent
Jones, Rupel Johnson	Fourth	Athens
King, Robert Nelson	Second	Millport
Knight, Charles William	Fourth	Lorain
Kratt, Barbara Ethel	Fourth	Castalia
Leete, Constance Grosvenor	Fourth	Athens
Leive, Linnie Florence	Second	South Webster
Liggett, Nellie Beatrice	Fourth	Leesville
Lively, Clara Lavelle	Second	Albany
Long, Clara Belle	Third	North Fairfield
Long, Houston David	Second	Urbana

Name	Year	Address
Lonsinger, Celia	Fourth	Walhonding
Loper, Ivy Maud	Third	Murray City
Loper, Rebecca Ellen	Third	Murray City
Love, George Clifford	First	Athens
Lovell, Mary Kathryn	Second	Athens
Lyons, Ada Marie	Second	The Plains
McCleery, Laura Helen	Third	Lancaster
McCreary, Melvin Leslie	Third	Freeport
McKee, Ross Hamilton	Fourth	West Carlisle
McLaughlin, George Ephraim	Third	Wilkesville
Marquis, Carroll Basil	Fourth	Amesville
Marshall, William Brandt	Fourth	Lancaster
Martin, Russell	Second	Malta
Mason, William Pierce	First	Athens
Masters, Bruce	Third	Bowerston
May, Ella Lucie	Fourth	Athens
Mechling, George Vernon	Fourth	Glenford
Meredith, Jennie Belle	Third	Freeport
Merritt, George Wood	Fourth	Mulberry, Fla
Mobley, Gertrude Edna	Third	Armstrong's Mills
Morris, Pearl Anna	First	Amesville
Muntz, Edith Anna	Third	Athens
Nethers, Emmet Wilson	Second	Trinway
Nida, Mary Alma	Second	The Plains
Nixon, Hugh Henry	Third	New Plymouth
Norris, Eva	Second	Stewart
Norris, Henry Herman	Fourth	Athens
Ogg, Carlos E	Fourth	Amesville
Orr, Daisy Lucile	Second	Pratt's Fork
Oxley, Lena Bertine	First	Athens
Packer, Ethyl A	Second	Hammondsville
Pettay, Ward English	Second	Scio
Phelps, Nellie	Third	Cleveland
Pidcock, Angie Etta	Second	New Marshfield
Plummer, Thomas Herbert	Second	Athens
Pugh, Vergie Agnes	First	Roxbury
Rader, Alfred Waldo	Third	Cincinnati
Rees, Harry S	Fourth	Delphos
Richards, Nellie	Third	Glouster
Russell, Heber	Second	Jackson
Schimmel, Vernon George	Third	Trees, La.
Scott, Cash Leon	Third	Corning
Shaw, Charles Louis Marvey	Second	Athens
Sheppard, Frederick Emanuel	First	Athens
Shirley, Elmer Wesley	Fourth	Guysville
Shupe, Blanche Victoria	Third	Kingston
Siders, Cecil Franklin	Second	Seaman

Name	Year	Address
Simpkins, Richard	Third	Laurelville
Simms, Hazel Bessie	Second	New Plymouth
Simms, Ruth Audrey	Second	New Plymouth
Skinner, Mary	Second	Barnesville
Smith, Cora Gladys	Second	Carey
Sommer, Franklin Earl	Second	Dundee
Speer, Florence	Fourth	Bloomingdale
Speyer, Anna Belle	Third	Athens
Staneart, Charles Earnest	Fourth	Athens
Starner, Charles Henry	Third	Sugar Grove
Stewart, Edith Rowena	Third	Woodsfield
Strickler, Ray	Fourth	Coolville
Strode, Hazel Dean	Fourth	Chesterhill
Swaim, Hannah Marie	Fourth	Athens
Taylor, Earl	Fourth	Trinway
Thomas, Lotta May	Second	Hughestown, W. Va.
Thompson, Adda Jane	Third	Scio
Trittipo, Dwight Davies	Second	Adamsville
Ulrich, Victoria Helena	Second	Lewisville
Verwohlt, Howard William	Fourth	Tiltonville
Walker, Florence Margaret	Fourth	Cheshire
Walker, Robert Herman	Fourth	New Marshfield
Walters, Harry William	Second	Portsmouth
Warner, Esta Elizabeth	First	Harrisonville
Watkins, Wendell Sprague	Fourth	Chauncey
Watkins, William Poston	Second	Athens
Weik, Waldo Harrison	Fourth	Mt. Healthy
Wharton, Florida Edna	Third	Mineral
Wilmore, Charles Mechlin	Second	Rempel
Wilson, Mary Leona	Second	Glouster
Woodward, Blanche	Third	Hamden
Work, Owen James	Second	Millersburg
Workman, Benson Earl	Third	Lynchburg
Wyckoff, Grace Emma	Second	Athens
Yanit, Freda	Fourth	Hannibal
Yanit, Margaret	Fourth	Hannibal
Young, Earl Elsworth	Third	Millersburg
Zenner, Philip McKnight	Fourth	Athens

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SUMMER SCHOOL

This list includes only the names of those students who were in attendance during no other part of the year. The total enrollment of Summer School students was 1138.

Name	Address
Abbott, Clara Gertrude	Keystone, W. Va.
Adams, Marjorie	Conneaut
Adams, Dale	Reedsville
Adams, Evelyn Lyon	Shanghai, China
Adams, Louise Viola	Short Creek
Adams, Nancy Ruth	Hillsboro
Addicott, Harold Brown	Athens
Allinger, Ethel Jeannette	Sidney
Allison, Ida A.	New Marshfield
Amerine, Arthur Truman	Creola
Amerine, Ivan Robert	Creola
Amerine, Sarah Leota	Summit Station
Anderson, Lena Malinda	Newark
Armstrong, Cora Lulu	Woodsfield
Arrington, James Austin	Bainbridge
Armstrong, Lyman Walter	Ravenna
Arnold, Mildred May	Youngstown
Ault, Mary Ruth	Franklin Furnace
Aumiller, Leighton Edington	Nelsonville
Baker, Anna Mae	Zanesville
Baker, Clara	Jewett
Baker, Ralph Freeze	Athens
Baldwin, Harley Eugene	Iberia
Ball, Alice Mildred	East Palestine
Ballard, Robert Flenore	Cadiz
Balthaser, Lillian Marie	Amanda
Banton, Esther Lucile	Newark
Barclay, Marie Jean	Sebring
Barnes, Sylvia Marie	Shiloh
Barnhill, Amy Gertrude	Guysville
Barnhill, Lulu Anna	Guysville
Barnhill, Walter Everett	Guysville
Barstow, Harry	Athens
Barton, Thurston	Pleasant City
Basinger, Almon J.	Calla
Bates, Le Roy Wilfred	Swanton
Bean, Bertha Estelle	Athens
Beard, Edna Erma	Columbiana
Bechmann, Albertina	Cincinnati
Beck, Ernest R.	Junction City

Name	Address
Bell, Eula	Cambridge
Bell, Helen	Newark
Bell, Lura L.	Bradner
Bennett, Jessie Hope	Crooksville
Bentley, Harold Jackson	Athens
Beshore, Georgia Estelle	Mingo Junction
Bierer, Esther Eva	McComb
Bing, Simeon Hutsinpiller	Rio Grande
Black, Anna Lee	Mt. Vernon
Black, Josephine	Malta
Black, Leola Elizabeth	Zanesvelle
Black, Treva	Athens
Blackburn, Georgia Rowena	Athens
Blazier, Goldie	Athens
Blum, Bessie Winifred	Logan
Blum, Clara Loretta	Logan
Bobo, Octa Faye	Athens
Boelzner,Lena Ellen	Athens
Bolo, Xenia	Raymond
Bolton, William McKee	Athens
Bonsall, Addie F,	Salem
Bork, Eva Mabelle	Helena
Bork, Stella Mae	Helena
Bouts, John Edward	South Webster
Bowers, Clyde Emerson	Albany
Bowles, Josephine Lydia	Middlefield
Bowman, George Arvene	Edison
Boyle, Ethel L.	Brilliant
Brainerd, Arthur Alanson	Hartford, Conn.
Braley, Mack Rolin	Athens
Brammer, Esta Lola	Trimble
Breitenbecher, Elva Mae	Trenton
Breitenbecher, Vernon Le Roy	Trenton
Brohard, Edith Bronson	Coalton
Broome, Laura Mehrer	Newark
Brown, Bessie	Bainbridge
Brown, Esther Sara	Crooksville
Brown, Theodora Garnett	Roseville
Browne, Nora	Athens
Browning, Lida Mildred	Portland
Buchanan, Clancie May	Watertown
Buchanan, David Lewis	Smithfield
Bumgardner, Gladys	Athens
Bumgarner, Guy	Hanging Rock
Burgess, Elizabeth G.	Cutler
Burleigh, Edith Cora	Guysville
Burnfield, Gertrude	Vincent

Name	Address
Burns, Granville Willard	Belmont
Burns, Warren Lelion	Belmont
Burriss, Rena	Mt. Pleasant
Burson, Gladys Coe	Athens
Burton, Otis Austin	Leesburg
Burwig, Clara Augusta	Hubbard
Butcher, Lila Belle	Mt. Vernon
Butterfield, Naomi	Sabina
Cable, Rena Nancy	Sandyville
Cain, Eva Chestora	Glouster
Cain, Juanita	Vigo
Caldwell, Naomi	Urbana
Calhoun, Beatrice Areama	Charleston, W. Va.
Calhoun, Lenore Anna	Crooksville
Campbell, Carl	Delaware
Campbell, Gertrude Chloe	Bloomingburg
Cardwell, Mary	Hampton, Va.
Carey, Ethel	New Vienna
Carper, Laura Marie	New Petersburg
Carr, Elma Hutton	Smithfield
Carr, Orpha Lucile	Athens
Carter, Effie Bryant	Huntington, W. Va.
Carter, Ralph Scott	Adena
Cash, Roland Everette	Pleasant City
Cassady, Everett S	Belpre
Centner, Albert William	Columbus
Chaney, Mabel Cora	Williamsburg
Cheeseman, William Carl	Slippery Rock, Pa.
Christy, Frank Leonard	Fleming
Chubb, Edwin Downer	Athens
Clark, Cleo Mildred Belle	Mt. Sterling
Clark, Mildred	Carbon Hill
Cleary, Vivian Juanita	Caldwell
Clement, Verna Pauline	Kenton
Clum, Samuel James	New Philadelphia
Clutts, Flora Ethel	Wheelersburg
Cochran, Francyl	Athens
Coen, Seigle Roy	Guysville
Cole, Gayle	Huron
Cole, Wilma	West Lafayette
Collins, Lauretta	Athens
Conner, Minerva Willard	Garretsville
Cook, Emma Matilda	Crooksville
Cooke, Almira Frances	Leesburg
Copeland, Ray Ellsworth	Stewart
Copes, Verna Grace	Dennison
Corn, Edith Minnie	Oak Hill

Name	Address
Costigan, Statia Mary	Berlin Heights
Coursen, William Marshall	Youngstown
Courtright, Georgene Beryl	Lancaster
Cowger, Cleo	Gallipolis
Crabb, Lois	New Holland
Creamer, George Fulton	Bridgeport
Crone, Mabel Edna	Mineral City
Cross, Waid	Racine
Cubbison, Gertrude Helen	Cumberland
Cullum, Opal Willma	Nelsonville
Cullums, Doris Mae	Nelsonville
Cunningham, Mae Belle	St. Clairsville
Curtis, Anna Sarah	Iberia
Cushing, Anna Mary	Warren
Dailey, Lloyd	Athens
Dais, Katherine	Athens
David, Blanche	Raymond
Davidson, Bessie May	Kensington
Davidson, Edith Mae	Summerfield
Davidson, Margaret	Summerfield
Davidson, Mary Olive	Portsmouth
Davies, William Walter, Jr	Delaware
Davis, Irene Abbie	Cortland
Davis, Mary L	Paris, Ky.
Daugherty, Mary Teresa	Junction City
Dawson, Ellen Ruby	Hillsboro
Dearth, Otto Art	Summerfield
Deer, Bessie Josephine	Nelsonville
Dellinger, Georgiana May	Osborn
Dennis, Mollie	Clarksburg
Devlin, Margaret Mary	Congo
Dhume, Ruth	Lyndon
Dick, Inez Rebecea	New Holland
Dickson, Bessie Belle	Athens
Diehl, Louedith	Hicksville
Dillehay, Albert John	Congo
Dillon, Clarence Bertram	Franklin Furnace
Dillon, Elizabeth Ferguson	Franklin Furnace
Dixon, James Floyd	Wellston
Dornan, Edith	Marietta
Dozer, Mary Jane	Zanesville
Drake, Howard	Richwood
Drake, Walter Benjamin	Malta
Drescher, N. H	Logan
Draise, Lelia	Mt. Sterling
Drury, Bertha	New Lexington
Duff, Helen Gail	Byesville

Name	**Address**
Dunn, Fannie Margaret	Cincinnati
Dunn, Ruth	Brilliant
Dunn, William Ross	Ripley
Dunstan, Flavia Adelaide	Granville
Durant, Gladys Fern	Guysville
Duvendeck, Katherine Elizabeth	Delaware
Eaton, Elaine Elvira	East Palestine
Eccles, William Johnston	Athens
Eckhart, Blanche Magdalene	Portsmouth
Eddy, Helen	Trimble
Edington, Fred	Nelsonville
Ehrhart, Hattie	Sandusky
Elder, Florence	Athens
Ellis, Goldie Mae	New Vienna
Ellis, Musa Myrtle	Chillicothe
Emerson, Ruth Waldine	Loveland
Enlow, Garrett Cook	Athens
Entsminger, Helen Orr	Middleport
Eury, Mabel Gladys	Bradford
Evans, Anna Mae	Vinton
Evans, Edith	Athens
Evans, Granville Hywell	Athens
Evans, Mamie Isabel	Lebanon
Eves, Edward Holt	Athens
Farnell, Mary Tydvil	Martin's Ferry
Fay, Edith	Marietta
Fearson, Elizabeth	Wellston
Fell, Elsie May	Crooksville
Fenner, Bessie Olive	Galloway
Few, Hattie	Zanesville
Findley, Winifred V	Glenford
Fink, Ethel Fern	Mecca
Finsterwald, Elmer W	Athens
Fisher, Daisy Pearl	Payne
Fisher, Emma	Watertown
Fisher, Mary Etta	Payne
Flaherty, Nellie	Belpre
Flanagan, Ambrose Lewis	Shadyside
Flegal, Margaret Catherine	Athens
Ford, George William	Millfield
Forward, Elizabeth	Sharpsburg
Foster, Jennie Viola	Scio
Frazier, Elza Louenna	Maynard
Freeh, John Lewis	Sardinia
French, Joanna Carrie	Jackson
Frost, Mary	Marietta
Frost, Raymond	Delaware

Name	Address
Frost, Zoa Maude	Croton
Fultz, Grace	Charleston, W. Va.
Furste, Mattie Elizabeth	Bradner
Gangey, Grace	Arlington
Garman, Harriet	Bainbridge
George, Helen Elvira	Pittsburg, Pa.
Gerlach, Hazel Margaretta	Vermillon
Giffen, Sadie Letitia	Hanover
Gillingham, Edith	Wellston
Gillogly, Ethel Gail	Short Creek
Glancy, Bertha May	Athens
Glandon, John Forsythe	Thurman
Gordon, Anna Elizabeth	Junction City
Gordon, Fern	Somerset
Gorrell, William J	St Marys, W. Va.
Graham, Mildred Carlyle	Mineral City
Grant, Mary	South Webster
Grant, Murray Cecil	New Lexington
Gray, May Eleanor	Medina
Green, Alice Roberta	Powhotan Point
Greenwood, Ella L	Charleroi, Pa.
Groves, Hiram F	Buffalo
Growdon, Clarence Holmes	Bourneville
Growden, Ruth Margaret	Chillicothe
Guiler, Mary Ethel	Whigville
Guinsler, Herbert Jacob	Crooksville
Hadley, Florence Elizabeth	Wilmington
Hadley, Ruthanna	Wilmington
Hague, John Taylor	Senecaville
Halbirt, Lucy Keturah	Canaanville
Haley, Alice Agnes	McComb
Haley, Edna Gertrude	Chillicothe
Haley, Maud May	McComb
Hall, Ada Pearl	Nova
Hall, Frances	Coalton
Hall, John William	Summerfield
Hall, Lola	Croton
Hall, Nathan Sylyester	Summerfield
Hamilton, Sarah Edmeston	Berlin Heights
Hampton, Ada Augusta	Lexington, Ky.
Hanawalt, Bertha	Ostrander
Hanawalt, Ruth Inez	Ostrander
Handley, Cecil	Pedro
Hanna, Mary Isabel	Cadiz
Harding, Minnie	East Palestine
Harkins, May	Hamden
Harkness, Robert Henry	Zanesville

Name	**Address**
Harris, Bryan Jennings	Mineral City
Hart, Denver T	Carey
Hart, Henry R	Carey
Hartford, Margaret Jane	Toronto
Hartinger, Mearl Dora	Williamsport
Hartinger, Nellie Marie	Williamsport
Haskins, Lillie Mae	Wheelersburg
Hastings, Katherine Elizabeth	Castalia
Hastings, Margaret	Caldwell
Haverfield, Mary Alda	Mansfield
Haymond, Mary Mildred	Newark
Haynes, Elfra May	Dillonvale
Hecox, Nellie	Sumner
Heddleston, Roy Grover	New Matamoras
Helman, Matilda Jane	Lisbon
Hemphill, Winona	Barberton
Henderson, Albert	Ironton
Henderson, Blanche Ethel	Salineville
Henderson, Jessie Lucile	Iberia
Henry, Hazel	Athens
Herd, Mary Docey	East Liberty
Herrold, William Gordon	Athens
Hewitt, Bessie May	New Marshfield
Hewitt, John Cecil	Athens
Hickman, Elsie	Nelsonville
Hickman, Perla Grace	Ellenboro, W. Va.
Higgins, Winifred Belle	Athens
Hill, Flossie May	Ray
Hiller, Maude	Gnadenhutten
Hipp, Mae Belle	St. Marys
Hobt, Lena	Wellston
Hoeffler, Josephine Lisette	Woodsfield
Hofstetter, Elmer Lewis	Martel
Hollar, Ada Julia	Newark
Hollar, Ruth Susan	Newark
Holshoy, Harvey Leroy	Mineral City
Hooper, Katie	Athens
Hopkins, Laverna	Middlefield
Hopkins, Rufus Carpenter	Athens
Hopstetter, Bertha	Buchtel
Horn, Stella	Sandusky
Horton, Katherine	Jackson
Hoskins, Mildred Emily	New Vienna
Hostettle, Pratt	Athens
Houser, Alma May	Berlin Heights
Howe, Clara Bartley	Lexington, Ky.
Howe, Mary Blanche	Athens

Name	**Address**
Huber, Katie	De Graff
Hudson, Frank Gillilan	Ashville
Huffman, Hazel Dell	Circleville
Hughes, Alice	Oxford
Hughes, Esther	Thurman
Hughey, Hazel	Greenfield
Hull, Sara Marie	Salineville
Huls, Ora Mildred	Athens
Houston, Ethel Marie	East Palestine
Hunter, Benjamin Arthur	Coal Run
Hupp, Glenna Mae	Somerset
Hurr, Carrie Alberta	Bucyrus
Hutcheson, Bernice May	Salem
Hutchison, Edna Eldora	Etna
Hutsinpiller, Garnet Louise	Gallipolis
Hutzell, Carrie	Hebron
Hyatt, Mary Wood	New Paris
Ide, Mary Evans	Hanover
Iles, Mayo Bundy	Logan
Isbell, Clara Isadore	Walbridge
Jackman, Corena May	Carrollton
Jackman, Thomas Benton	Carrollton
Jackson, Irene Demeana	Charleston, W. Va.
Jackson, Nora Edna	Carrollton
Jacobs, Arlington Brazil Cole	Lexington
Jacobs, Blaine Park Cole	Lexington
James, Gaynell	Nelsonville
James, Gwendolyn	Athens
Jenks, Julissa Jane	Ashtabula
Jennings, George	Athens
Jennings, Mildred Marie	Athens
Jensen, Luella Viola	Danbury
Joachim, Katherine Elizabeth	Charleston, W. Va.
Johns, Jennie	Mt. Gilead
Johns, William Albert	Mt. Gilead
Johnson, Forrest Earle	New Marshfield
Johnson, Goldie Mae	Basil
Johnson, Herbert Shepherd	Leesburg
Johnson, Esther Augusta	Gallipolis
Johnson, Helen Irene	Grove City
Jones, Birchie Ethel	Nelsonville
Jones, Electa Birdie	Belmont
Jones, Eulah C	Omega
Jones, Florence Gilchrist	Shawnee
Jones, Lucy Margaret	Smithton, W. Va.
Jump, Bernice Ora	Huron
Jungerman, Elsie Marie	Corning

Name	**Address**
Junk, Ella	Mt. Sterling
Justice, Glenn Leroy	Ashville
Justice, Helen	Ashville
Kane, Virginia Monica	Caldwell
Katzenbach, Iva Loree	Nelsonville
Katzenbach, Mabel	Nelsonville
Keegan, Lucette	Woodsfield
Keeran, Ethel Inis	Leipsic
Kelley, Anna Savilla	McComb
Kelley, Lu Verne	St. Marys
Kemp, Amma Dee	Bridgeport
Kennedy, Mary Kathryn	Cadiz
Kern, Fred	Athens
Kessler, Maude J.	Oak Harbor
Ketcham, Grace	Sayre
Keyser, Florence Gertrude	Woodsfield
Kile, Erma	Columbus
King, Fletcher M.	Pratts Fork
Kinnard, Florence Bird	Mt. Vernon
Kinsey, Nora	New Philadelphia
Kirk, Thirza Alice	Mt. Vernon
Kissane, Esther Lucile	Newark
Klever, Edna Marie	Bloomingburg
Knapp, Lizetta Ida	Norwalk
Knecht, Fannie Evangeline	Lancaster
Kniesly, Daniel Clarence	Bradford
Kniesly, Willis	Gettysburg
Knob, Esther	Chillicothe
Knowlton, Arch	Albany
Koch, Nellie Marie	Columbiana
Kochensparger, Mary Frances	Buckingham
Krapp, Matilda Helena	Vermilion
Kraus, Blanche	Harrison
Krouse, Katharine Mary	Findlay
Kuhn, Ruth Margaret	Gallipolis
Kumler, Florence	Baltimore
Kurth, Louise	Neff
Laird, Bessie Ferguson	Newark
Lash, Henry Franklin	Wheeling, W. Va.
Lauterbur, Anna P.	Sidney
Lauterbur, Mary Margaret	Sidney
Lauth, Jesse Warren	Russellville
Laverty, Adam James, Jr	Athens
Lawless, Emma Clare	Bidwell
Lawton, Mary Mildred	Barlow
Le Page, Clara Belle	Cumberland
Le Masters, Grace Delilah	Charleston, W. Va.

Name	**Address**
Leckrone, Maurice S	Glenford
Leeper, Ruth Ellen	Lore City
Lenhart, Florence Berenice	Somerset
Lenning, Ethel Alvira	Columbiana
Lerenman, Minnie M	Cambridge
Leslie, Ethel Berenice	Upper Sandusky
Lewis, Gertrude M	Youngstown
Lewis, Luella	Marengo
Liggett, Harold Eugene	Athens
Liggett, Thomas Henry	Athens
Lightle, Monna Merle	Mt. Sterling
Lindsley, Dorothy Elizabeth	Ashtabula
Linn, Alton	Pleasant Valley
Linscott, Fauna Lucile	Little Hocking
Linton, Elizabeth	Nelsonville
Linton, Estella Mae	Nelsonville
Litle, Henry Clyde	Dyesville
Little, Hazel	Cambridge
Lively, Bertha Alwilda	Albany
Lively, Ina Mabel	Albany
Lloyd, Blanche	Marengo
Logan, William Henry	Athens
Long, Edith	Byesville
Long, Ethel	Byesville
Long, Laura B	Portsmouth
Long, Louis John	Urbana
Lonsbury, Ruth Rachel	Sidney
Loper, Maud	Murray City
Love, Ethel Echo	Versailles
Lowman, Electa	Lynchburg
Ludlam, Lucy Ruth	Mineral City
Luttrell, Cyrus John William	Washington C. H.
Luttrell, Mamie Priscilla May	Washington C. H.
McCann, Mary Veronica	Jacksonville
McCann, Nell Patricia	Jacksonville
McClure, Linnie Ada	Oak Hill
McCollum, Inez Mae	Cambridge
McCrillis, Bertha L	Norwalk
McCurdy, Grace J	Canal Dover
McDermott, Perin	Hillsboro
McDougall, Charles Bastian	New Lexington
McDougall, Gilbert Woodworth	Athens
McFadden, Boice	Bethesda
McGee, Flora	Caldwell
McGinty, Anna	Chillicothe
McGuire, Nina Dean	Bowerston
McKenzie, Elizabeth	Circleville

Name	Address
McKenzie, Hanna	Circleville
McKenzie, Katherine	Circleville
McKinley, Lona Mae	Derby
McLean, Mary Elizabeth	East Liverpool
McMasters, Bertha Arvilla	Mt. Pleasant
McRae, Donald Greene	Scio
Mace, Lulu Edna	Athens
Mallen, Mary Foster	Nelsonville
Mann, Cora Anne	Cedarville
Mannion, Lillian Margaret	Gallipolis
Marshall, Belva Lockwood	St. Marys
Martin, Elizabeth M	Albany
Martin, May Gertrude	Albany
Maskrey, Percy Bennett	Canton
Mason, Hazel	Corning
Mason, Hazel Mary	Athens
Massker, Ivan	Long Bottom
Mast, Sarah Katherine	Newark
Mathias, Grace	Uhrichsville
Matson, Mabel May	Millfield
Maurer, Christine Wilhemine	Sidney
Maxwell, Harley Stanley	Athens
May, Alice R	Athens
May, Ida Alice	Circleville
Medley, Etta Golda	Van Buren
Meeks, Eva	Charleston, W. Va.
Meighen, Audrey Ruth	Athens
Meighen, Edna Mae	Sidney
Meighen, Frieda Madge	Athens
Meinke, William Gottleib	Oak Harbor
Melick, Beatrice Maude	Duncan Falls
Melick, Elizabeth Mae	Duncan Falls
Merrick ,William Russell	Washington, D. C.
Merrin, Constance	Mt. Vernon
Metcalf, Lena	Gambier
Meyer, Elsie C	Oak Harbor
Michael, Ola May	Lynchburg
Miles, Gail	Salineville
Miller, John Albert	Thurman
Miller, Lula Belle	Bellaire
Miller, Marilla Jenness	Muncie, Ind.
Miller, Mary Katherine	Hicksville
Miller, Norma Lois	Cincinnati
Miller, Orla Glen	Athens
Millhon, Myron Eli	Senacaville
Milligan, Rita Mary	Athens
Mills, Jessie Cleo	Athens

Name	Address
Milnor, Perley Clark	Pickerington
Minch, Henrietta Josephine	Marietta
Mindigo, Rosa Marie	Corning
Mineard, Odessa Mae	Spiller
Minkler, Zilpha Elizabeth	Berlin Heights
Minshall, Minnie Grace	Derby
Mitchell, Hazel	Lebanon
Mizer, Helen	Isleta
Mizner, Florence Adelia	Hubbard
Moehring, Lena	St. Marys
Moore, Lovinnie	Gillespieville
Moore, Mabel Matilda	Robinson, Ill.
Moore, Ray	Athens
Moore, Wayne	Mineral City
Moorehead, Anna Gray	Zanesville
Morgan, Katherine Jane	Oak Hill
Morris, Dorothy Catherine	Magrew
Morris, Stella Tamar	Black Run
Morris, Wilmina Sophia	Lisbon
Morris, Winfield Scott	Clendenin, W. Va.
Morrison, Harry Leroy	Philo
Moseley, Lillian	Ostrander
Mowbray, Besse Irene	Lyndon
Mowry, Grace	Logan
Muhleman, Ora Viola	Hannibal
Mumford, Bessie Loudema	South Zanesville
Muntz, Leonard William	Athens
Murphy, Ella Cecelia	Nelsonville
Murray, Melvina Grace	Democracy
Murray, Rheba Dell	New Madison
Musgrave, Walter Elton	Athens
Musser, Mabel Grace	Athens
Myers, Anabel Ruth	La Rue
Myers, Dana	Ostrander
Myers, Mattie	Carey
Mylius, Lillian	Zanesville
Napier, Gertrude Marie	Crooksville
Napier, Margaret Geraldine	Crooksville
Nau, Heber Bradley	Carroll
Nease, Sierra Nevada	East Liverpool
Neiswender, Leah	Columbus
Nelson, Mary Emeline	Bellaire
Nethers Eva	Trinway
Newberry, Hawley De Witt	Corning
Nichols, Helen Mary	Newark
Nichols, Lorene C	Grove City
Nicholson, Ruth	Buffalo

Name	Address
Nicholson, Wilbur H.	Byesville
Nihart, Cora S.	Edgerton
Noe, Winona Rebecca	Mt. Gilead
Nolan, Emilie	Sandusky
Norman, Lavinia	Huntington, W. Va.
Nye, Earl Lemoine	Athens
Ogdin, William Roy	Carpenter
Ogilvie, Louise Johnson	Chillicothe
Ohl, Marae Elizabeth	Hartford
Oliver, Wayland Wilson	Senacaville
Orrison, Eurie K	Belmont
Overly, Hazel May	Chillicothe
Pake, Ida Merle	Bainbridge
Pancake, Olive	Conway
Parker, Evva Lizzie	Charleston, W. Va.
Parks, Paul Blaine	Nelsonville
Parnaby, Chester William	Middlefield
Parr, Charles Hamilton	Great Bend
Partlow, Doris Olive	Carbondale
Peck, Margaret Ray	Hinton, W. Va.
Penrod, Vivian Victoria	Sayre
Person, Everett J	Long Bottom
Petty, Gladys	Rockland
Pickering, Ethel Susannah	Athens
Pickering, Joseph Linville	Athens
Pickrel, Mary Bennett	London
Poly, Ursina Mary	Versailles
Porter, Francis Hannah	McConnelsville
Potts, Hettie Mary	Sharpsburg
Potts, Pearl Lucile	Athens
Pounds, Marie	Ostrander
Powell, Harold Clay	New Lexington
Powers, Anna Leone	Paulding
Price, Aaron Sumner	Athens
Price, Frederick Nicholas	Arlington
Price, Jennie Lovina	Athens
Price, Marie Louise, A. B	Athens
Purdun, Bessie	Bourneville
Quinlan, Patrick Thomas	Athens
Quinlan, Marie M	Fort Loramie
Quinton, John Murray	Phoneton
Racey, Eva Romola	Caldwell
Radcliffe, Mento	Williamsport
Rains, Hattie Gertrude	Leesburg
Ramsey, Martin Newell	Shadyside
Randall, Alice Lucretia	Middlefield
Rann, Emery Luvelle	McDonald, W. Va.

Name	Address
Ray, John Watson	Oil City, Pa.
Ream, Viola Katherine	Somerset
Redding, Ora	Erie
Reed, Jennie Holloway	North Fairfield
Reese, Gertrude Evelyn	Mount Eaton
Reeves, Essie Holmes	Somerton
Regan, Mary Julia	Willmington
Reynolds, Annette Dorothy	Lorain
Rhinehart, Berenice	Gnadenhutten
Rice, Inis F	Van Wert
Richards, Heber Holbrook	Wellston
Richards, Marzuela	Athens
Richter, Marie Elizabeth	Milford Center
Rickards, Lora Altha	Austin
Ricketts, Elda Arvilla	Washington C. H.
Ricketts, Reba	Washington C. H.
Rickey, Edna	Athens
Ridgway, Sarah	Derby
Riley, Lauretta	Athens
Riley, Theresa Genevieve	Jacksonville
Ritchie, Ethel Margaret	Middlefield
Roberts, George Shannon	Glouster
Roberts, Georgia Etta May	Harris Station
Roberts, Grace Greenwood	Nelsonville
Roberts, Jessie Marie	Sidney
Roberts, Majel	Hamden
Roberts, Mildred Gray	Nelsonville
Roberts, Vera Virginia	McConnelsville
Robins, Lela Foss	Pleasant City
Robinson, Helen	Mansfield
Robinson, Ida	Athens
Robinson, Mary Kyle	Dillonvale
Rockenbauch, Adelaide	Huron
Rodgers, Geraldine	Conneaut
Rogers, Anona Marie	New Dover
Rogers, Martha Vera	Byesville
Rogers, Ruth	New Dover
Rohrbacher, Clara Belle	Castalia
Root, Mary L	Middleport
Rose, Florence Gertrude	Martins Ferry
Roseboom, Ella Delora	Frankfort
Ross, Virgil Phillips	Kimbolton
Roswurm, Esther Delila	Kelley's Island
Roswurm, Ruth	Kelley's Island
Rowe, Iris	Bradner
Ruff, Nelle	Thurman
Rusk, Anna	Malta

Name	Address
Russell, Carrie Sophie	Cannelville
Russell, Florine	Coolville
Sailor, Hobart Andrew	Corning
Sams, Darrell	Athens
Sands, Forest Lotta	Poston
Sands, Willis Fuller	Athens
Sauer, Charles August	Wheelersburg
Sauers, Bernice Olive	Hicksville
Saunders, Frederick Pearce	Steubenville
Scarberry, Wilbur Galveston	Gallipolis
Schofield, Florence Margaret	Sidney
Schottelkorb, Margaret	Corning
Schreiner, Estelle	Chillicothe
Schuh, Minnie Belle	Grove City
Schwartz, Rena	Zanesville
Scott, Blanche Lulu	St. Clairsville
Scott, Linda Mina	Gallipolis
Seamans. William Oliver	Delaware
Secrest, Edna Emma	Sarahsville
Secrest, Harry Edwin	Pleasant City
Secrest, Ralph J	Buffalo
Secrest, Ruth	Buffalo
Seffens, Flora Blanche	Sebring
Selby, Carrie Rowena	Vincent
Semple, Mary Sherman	Youngstown
Seward, Donald Krep	Athens
Shafer, Anna Merle	Athens
Shafer, Hazel	Nelsonville
Shafer, Wayne	Bellville
Shaffer, Bessie Maude	Rockbridge
Shaffer, Hattie Viola	Bellville
Shaner, Mary Ruth	Athens
Shannon, Alice Magdalene	Athens
Shannon, Ella Veronica	Athens
Sharp, David Benjamin	Athens
Sharp, Hattie Stiles	Athens
Sharritt, Chloe Wilda	Newark
Shaw, Mary Elizabeth	Frazeysburg
Sheffer, Pauline	Mt. Blanchard
Shields, Lydia Brooks	Crooksville
Shields, Mary Hambleton	Crooksville
Shilliday, Clarence Lee	Ithaca, N. Y
Shirkey, Della Miriam	Jacksonville
Shoemaker, Daisy Belle	West Rushville
Shoemaker, Zua	Piketon
Shuman, Lulu Elizabeth	Pleasant Grove
Shumway, Roswell Burr	Portsmouth

Name	Address
Sidders, Everett McCollom	East Monroe
Siniff, Anna	Carthon
Skinner, Harley Clay	Newark
Slaughter, Adria	Athens
Smith, Christopher Ira	Congo
Smith, Clarence Fenton	West Manchester
Smith, Goldie	Mt. Sterling
Smith, Margaret Mae	Gillespieville
Smith, Ona	Hamilton
Smith, Vernon V	Lancaster
Smith, William Edward	Conneaut
Speigle, Leona	Reynoldsburg
Spriggs, Clara C	Lucasville
Stackhouse, Merry Levering	Frederickstown
Stage, Hazel Emma	Byesville
Stage, John Edward	Athens
Staker, David Daniel	Franklin Furnace
Stanton, Flora Mae	New Marshfield
Starr, Everett Murch	Athens
Steadman, Frances Elizabeth	Glouster
Stephan, Edith Lenore	Marietta
Stephan, Etta Wilhelmina	Marietta
Stephenson, Joseph Newton	Ripley
Stevens, Sylvester	Senecaville
Stewart, Agnes	Ironton
Stewart, Mattie Marie	McArthur
Stickler, Anna Phoebe	Cove
Stiles, Minnie Gertrude	Cambridge
Stissel, Lena	Athens
Stoker, Edith May	St. Marys
Stone, Evan D	Belpre
Stone, Rufus Emmett	West Rushville
Stone, Verna L	Belpre
Stookey, Viva May	Frankfort
Stott, Susan Eleanor	Athens
Stout, Bertha	Carpenter
Stoyle, Ethel Mae	Shawnee
Stringfellow, Emma Abigail	Gallipolis
Stuber, Wilda	Sidney
Summers, Elsie Elizabeth	Dayton
Swain, Almeda	Lancaster
Swartz, Arthur	Millbury
Sweet, Nellie Evelyn	London
Swiger, Ora Ethel	South Zanesville
Swinehart, Ross Poorman	Somerset
Tannehill, Clarence James	West Alexander
Taylor, Arthur Hamilton	McArthur

Name	Address
Taylor, Esther Marcella	McArthur
Taylor, Veda Fern	Cumberland
Terry, Evelyn Llewellyn	Nelsonville
Terry, Inez Wendolyn	Amanda
Thomas, Florence May	New Holland
Thomas, Mabel Marvel	Chesterhill
Thompson, Bertha	Mechanicsburg
Thompson, Goldie Belle	Bowerston
Thornburg, Mamie	La Rue
Thorne, Bessie Annette	Huron
Thornhill, Gertrude	Wellston
Thurlow, Greely Gordon	Athens
Tidd,Alice Geneva	Williamsfield
Tidd, Harland Owen	Williamsfield
Tidrick, Neva Jane	Newcomerstown
Tilton, Harry Whiting	Claysville
Timberlake, Effie Llewellyn	Washington, C. H.
Timberlake, George Fremont	Washington, C. H.
Timmons, Elsie Leland	Gillespieville
Tinney, Kathryn	Conneaut
Toland, Ethel St. Clair	Harrisville
Tom, Daisy Bernice	New Concord
Tong, Ka Chang	Rosewood, China
Tripp, Anna Lurea	Wellston
Trout, Bessie	Findlay
Turner, Oda Davis	Salem
Ulery, Vesta	Marengo
Ulrich, Cordelia Adeline	Fort Washington
Umstead, Helen Amelia	Bellaire
Unger, Laura	Tuscarawas
Van Dyke, Stella May	Athens
Van Heyde, Bertha	Carey
Van Voorhis, Louie Edith	Hendrysburg
Van Voorhis, Omer Everett	Hendrysburg
Van Winkle, Anna M	Newark
Vance, Nellie	Lynchburg
Vance, William Hoadley	Hillsboro
Vandayburg, Pearle	Pataskala
Vandervort, Elizabeth	Loveland
Varner, May	Black Run
Veit, Elsie	Castalia
Vercoe, Herbert James	Athens
Vernon, Mary	Pleasantville
Voight, Olive Elizabeth	Sandusky
Voglesang, Nell	Wellston
Von Schriltz, Ruth	Chillicothe
Wadley, Vaughn	Athens

Name	**Address**
Wagner, Julia Ann	Bucyrus
Wagner, Lela Elsie	Carrolton
Wagner, Pauline	Beverly
Wallace, Martha Esther	Columbus
Wallace, Mary Iva	Jacobsburg
Walraven, Thomas Roland	Malta
Walsh, Ella Augustine	Cincinnati
Walsh, Josephine	Vincent
Wamsley, Osa	Otway
Ward, Theron William	Athens
Warfield, Mae	Belpre
Warnock, James Boyd	Warnock
Warren, Effie	Caldwell
Watkins, Mary Carson	Athens
Watkins, Nettie E	Athens
Weidner, Amelia	Toronto
Welch, Charles Edwin	Athens
Welch, Mary Elizabeth	Beloit
Welsh, Ethel Mae	Glen Roy
Wentz, Esther	Kenton
Wharton, Marjorie Edith	New Marshfield
Wharton, Maud Hazel	Barnesville
Wherley, Edith Gertrude	Mineral City
White, Bernice Eva	Middlefield
White, Clara Minerva	Columbiana
White, Gladys Irene	Castalia
White, Lola Florence	Sciotoville
Wiedemer, Lottie Becht	Norwood
Wilkes, Fred Arnold	Athens
Williams, Carrie	Athens
Williams, Coral May	Crooksville
Williams, Eva	Lebanon
Willis, Vernon Louise	Ironton
Willoughby, Ida May	Ashville
Wilson, Thelma	Columbus
Wilson, Walter H	London
Winget, Nora Annice	Gillespieville
Winters, Lloyd Nelson	Clyde
Witt, Charles Edward	Athens
Wolf, Scott	Athens
Wood, Nannie	Portsmouth
Wood, Oliver Lee	Good Hope
Worrall, Paul Clifton	Chesterhill
Wright, Alice English	Mt. Pleasant
Yost, Mildred Annette	Mingo Junction
Young, Shirley May	Jacksonville
Young, Virginia Charlotte	Athens
Zenner, David Roe	Athens
Zimmerman, Gladys	Albany

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UNIVERSITY EXTENSION STUDENTS

(Not elsewhere enumerated)

Name	Address
Aeh, Bessie	Wheelersburg
Anderson, Mary F	Portsmouth
Baird, F. W	Winchester
Bates, E. E	Crooksville
Bean, Lelia	Guysville
Beckett, Bertha Mae	New Lexington
Black, Elbert	Winchestor
Brawner, Matilda	West Union
Bridgman, Bertha	Athens
Brodt, Helen Louise	West Union
Brown, Frankie	Fincastle
Cable, Julia Luella	Athens
Cable, Mayme L	Athens
Carr, Alberta	Athens
Chick, Mildred E	Portsmouth
Chilton, Irene Enola	Rendville
Chrissman, Eva Fenton	Winchester
Christman, Mary Edith	Coalton
Comins, Alice L	Portsmouth
Conkle, Florence	Seaman
Connell, Margaret	Athens
Cook, Ruth	Portsmouth
Cross, Tirzah	Portsmouth
Crossin, Margaret	Jackson
Davis, Oda	Coalton
Davisson, Alma	Portsmouth
Dawson, Vinnie	Portsmouth
Dinsmore, Guy	Carbondale
Drake, Maude M	Athens
Duewel, Anna	Portsmouth
Eckhart, S. D	Portsmouth
Eckman, J. R	Winchester
Edenfield, A. C	Winchester
Edington, Hazel Clare	Nelsonville
Eddy, Iva	Athens
Evans, Ella	Jackson
Evans, Margaret	Portsmouth
Eyre, W. E	Seaman
Fairve, Mame	Portsmouth
Fawn, Nellie L	Portsmouth
Fenton, Blanch	Winchester
Fieger, Clyde Edward	Nelsonville
Foster, Grace Rowles	Athens

Name	Address
Friedland, Gertrude M	Coalton
Geist, Edna E	Sciotoville
Gerlach, Anthony	Wheelersburg
Goddard, Nellie	Portsmouth
Gordon, Blanche	New Lexington
Grumme, John	Portsmouth
Hanna, Julia A	Jackson
Harrell, Sadie	Jackson
Harris, Marie	Rendville
Hayden, Jeannette E	Nelsonville
Heid, Linnie	Portsmouth
Hemsley, Nell Ermine	Glouster
Henson, Morris A	Jackson
Holmes, Gussie	Portsmouth
Hooper, Edith	Athens
Hooper, Hettie	Athens
Horton, Irene	Zaleski
Houser, Edna C	Jackson
Howland, Davis	West Union
Howland, Myrl	Winchester
Jackson, Lloyd McKenzie	West Union
James, M. E	Mt. Perry
Jones, Ethel M	Rendville
Jones, Lucy B	Jackson
Kirk, Kathlene	Winchester
Lauth, J. E	Russellville
Llewellyn, Daisy	New Marshfield
Llewellyn, Orpha May	New Marshfield
Logan, Olive	Athens
Long, Adele	Portsmouth
Lynn, Mattie H	Portsmouth
McBee, Edith	Athens
McCarty, Etta	Portsmouth
McClure, O. E	Cherry Fork
McColm, Ida F	Portsmouth
McKee, Effie	Nelsonville
McKeown, (Mrs.) P. A	Portsmouth
McKitterick, James A	Jackson
Mackintosh, Alice Ross	Portsmouth
Mahaffey, Cliffton	West Union
Martin, E. F	Seaman
Mathias, A. O	West Union
Minaugh, Mary	New Lexington
Morton, F. L	Manchester
Murphy, Frank	Stewart
Musser, Mame	Portsmouth
Naylor, C. M	West Union

Name	Address
Neel, Lottie	Cherry Fork
Nevin, Ruby	Winchester
Newell, James Edward	Jackson
Newland, Louise	Portsmouth
Nickel, Julia Maude	Portsmouth
Noel, Blanche P	Portsmouth
Noel, Garnet	Portsmouth
Norris, Elizabeth	Portsmouth
Nunemaker, Joseph P	Columbus
Oakes, Mary M	Portsmouth
Parrott, G. H	Jackson
Patton, Elma E	New Concord
Peters, Earl	Coalton
Pray, Ruth	Portsmouth
Pyers, Donald A	Crooksville
Reeder, Anne	Athens
Reeder, Grace	Athens
Rees, B. T	Winchester
Reighley, W. W	Winchester
Reissinger, Catherine	Portsmouth
Rice, Mildred	Stewart
Richmond, W. P	Manchester
Ricketts, John W	Crooksville
Ridenour, Chauncey Owen	New Lexington
Ridenour, Margaret May	New Lexington
Rodgers, Icye Pearl	West Union
Roebuck, H. E	Bentonville
Roebuck, Harry Miller	West Union
Roebuck, Jessie Neil	West Union
Roebuck, Maude Foreman	West Union
Ross, D. E	Portsmouth
Rowe, Clara F	Portsmouth
Ryan, Ruth	West Union
Sanders, Mary Coptalia	New Marshfield
Satterfield, Sophia	West Union
Schlichter, Loraine	Portsmouth
Scott, Nelle	Athens
Shively, Margaret	Jackson
Shumaker, Alma	Winchester
Shumaker, J. E	West Union
Shumaker, M, D	West Union
Smithson, Dorothy	Peebles
Smittle, Edwin	West Union
Steele, Mame	Jackson
Stevenson, Gus	Cherry Fork
Steinbrook, Nina	New Lexington
Stevenson, Lena	Cherry Fork

Name	**Address**
Stivers, C. W	Cherry Fork
Stivers, Verna	Cherry Fork
Stoyle, Kate	Shawnee
Swift, Martha A	Jackson
Thatcher, Emma	Friendship
Thatcher, James W	Friendship
Thompson, Blanche	West Union
Thompson, L. A	Portsmouth
Thoroman, Jennie May	West Union
Toland, Angie	Portsmouth
Trotter, Verda	West Union
Walker, E. A	Seaman
Walker, Edith	New Marshfield
Wallar, Elsie	Jackson
Walsh, Ethel	Athens
Warner, John F	Portsmouth
Wickham, Monte	Athens
Wikoff, James L.	Bentonville
Wilhelm, Bertha M	Portsmouth
Williams, Catherine	Portsmouth
Williams, Clara	Athens
Williams, Mary	Athens
Willis, Charles V	Sciotoville
Wolf, Effie	Nelsonville
Yarger, Floyd A	Shawnee
Yocum, Florence Clayton	Athens
Zinnacher, Mae	Portsmouth

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GENERAL SUMMARY

1913—14

College of Liberal Arts		
Post-Graduates	4	
Class of 1913	52	
Seniors	41	
Juniors	49	
Sophomores	115	
Freshmen	180	
*Irregular and Special	171	
		612
State Normal College		
Post-Graduates	6	
Class of 1913	32	
Seniors	21	
Juniors	31	
Sophomores	162	
Freshmen	177	
Irregular and Special	64	
State Preparatory School	172	
		665
Summer School		841
Total		2118
Names Counted more than once		6
Net Total		2112
University Extension Students		164
Grand Total		2276

ENROLLMENT OF STUDENTS FOR THE PAST FIVE YEARS

1909-10	1910-11	1911-12	1912-13	1913-14
1597	1787	1832	2037	2276

(*Note: The large number of special and irregular students is mainly due to the College of Music and the School of Commerce.)

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Katherine Hamilton

New Series Vol. X. No. 4

OHIO UNIVERSITY BULLETIN

TRAINING SCHOOL
STATE
NORMAL COLLEGE
of
OHIO
UNIVERSITY

COURSE OF STUDY
WITH
LESSON PLANS

July, 1913

Athens Ohio

New Series
Vol. X. No. 4

OHIO UNIVERSITY BULLETIN

TRAINING SCHOOL

State Normal College

OF

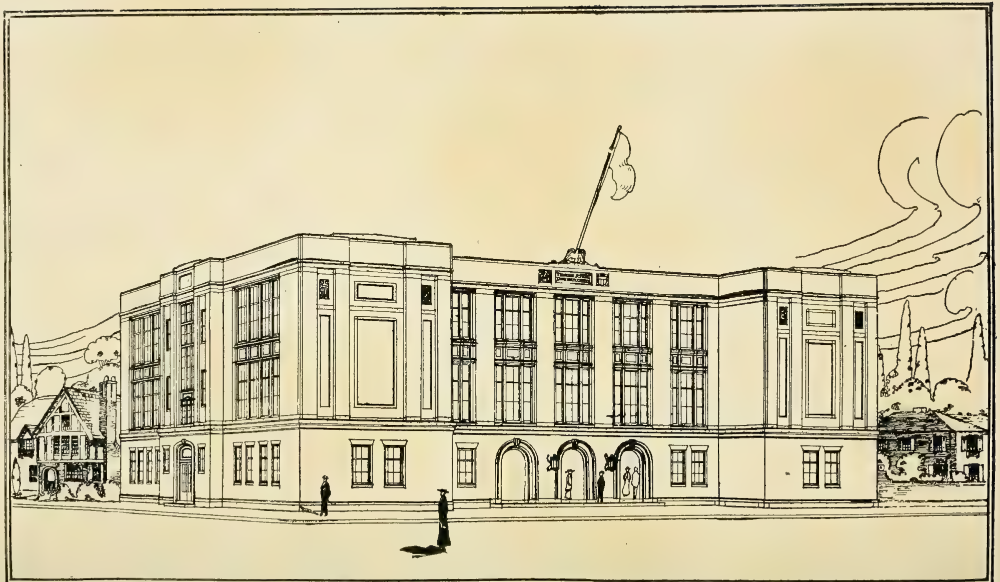
OHIO UNIVERSITY

COURSE OF STUDY

WITH

SUGGESTIVE PLANS

ATHENS, OHIO
JULY, 1913



· TRAINING SCHOOL BUILDING · OHIO UNIVERSITY · ATHENS OHIO ·

F. L. PACKARD · ARCHITECT · COLUMBUS OHIO ·

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EMMA S. WAITE, PRINCIPAL.

THE PURPOSE OF THE TRAINING SCHOOL

Meaning of Training School

The term training school is applied to a school connected with a normal school or college for teachers. Such a school differs little from any others of similar grade. Here and there are to be found training schools that include the work of the high school; in the main, however, training schools comprise but the grades of the elementary school or the first eight grades of the public school. In organization, classification, instruction and management, a training school is to all intents and purposes, an elementary school of high grade, and it differs from one only in that it is connected with a normal school or college for teachers and forms an integral part of it.

Training School vs. Experimental School

It is well to understand, that a training school is not an experimental school. That is a school in which educational experiments are carried on in view of establishing new theories or of testing new methods; though in a good training school there is always, as there ought to be in every school, some little experimentation. However that may be, a training school is no school of experimentation. It is rather a school of observation and a school of practice. That is, it is a school where teachers may observe the application, to actual school work, of the best that is recognized and that has been thoroughly tested in educational theory and practice. And it is more especially a school in which teachers and prospective teachers may accquire skill in teaching according to approved principles and methods.

Purpose of the Training School

And this leads us directly to the purpose of the training school as a part of a normal school or college for teachers. The purpose of the training school is three-fold, and it is to give to teachers and prospective teachers an opportunity of acquiring power and skill, (a) in applying knowledge of child study and psychology to the study of children under actual instruction, (b) in applying knowlege of the various school subjects, the principles of education and of methods and the actual work of teaching; and (c) in applying knowledge of school management to the actual organization and control of a school. To help teachers and prospective teachers acquire power and freedom in the application of previously acquired academic and professional knowledge to the work of education and to acquire skill in teaching constitutes the purpose of the training school.

Prerequisites to Practice School Work

In view of the purpose of the training school, it is obvious that practice teaching should come at the end or as near the end of a normal school course as possible. That is, it should follow and not precede the academic work of the normal school designed to give that grasp of the school subjects essential to good teaching, and it should likewise follow the work in child study, psychology, the principles of education, methods and school management, which supply the basis of all scientific and rational teaching. For it is in giving the prospective teacher power in applying this academic and professional instruction to actual school work, that the training school finds its aim, and practice teaching that is not based upon the proper academic and professional preparation is void of meaning and value, and at best but a farce.

Relation of Training School to Other Departments of Normal School

In view of the purpose of the training school and the preparation necessary to intelligent practice teaching, it is clear that there is a vital relation between the work of the other departments of the normal school and the training school. In fact, it is in the training school that all the work of all the other departments of the normal school must center and function. That is, the academic work of all the departments must be such as will give the prospective teacher the grasp of the different school subjects necessary to teaching them. The work in child study and psychology must be such as will give insight into child nature and bring the prospective teacher into sympathy with child life. And the instruction in the principles of education, methods and school management must be such as will supply the professional basis for the work of the training school. In short, the other departments must supply that academic and professional knowledge presupposed in the work of the training school. And in turn, if there is not to be confusion and loss of time and interest, the work of the training school must be based upon the academic and professional instruction given by the other departments of the normal school.

Relation of Training School to Actual Teaching

If the work of all other departments of the normal school must center and function in the training school, it is no less true that the work of the training school must function in turn in that of actual teaching in the schools of the state. For the power and skill, which the training school seeks to develop, is power and skill in the doing of actual school work. In order that this may be true, the conditions of practice teaching must be as near the conditions of real teaching as possible, the curriculum used must not be very different from that found in our best schools, the principles of education and methods of instruction applied and the modes of management employed, must be such as may be used in doing real teaching under average conditions. It is only as the work of the training school is thus brought into relation to actual conditions, that it results in the acquisition of power and skill helpful and useful to the teacher in the doing of the real work of the public school.

Method of Work in Training School

The training school accomplishes its purpose, (a) through having the prospective teacher plan proposed lessons and through the critic teacher or supervisor criticising these proposed plans, (b) through work in observation, that is, through having the prospective teacher observe the teaching of lessons in different school subjects and in the different grades, and in view of previous academic and professional instruction explain method of procedure, point out the strong points in the presentation of the lesson, and suggest changes and remedies for the weak ones, and (c) through having the prospective teacher, teach the different school subjects, after the plan for each lesson is reviewed by the critic teacher or supervisor and carefully revised by the prospective teacher before it is used as a guide in the teaching of a given lesson. The practice teaching is carefully supervised, and the prospective teacher is encouraged by having her strong points commended, and strengthened where found weak. Other means are employed, yet lesson planning, observation, and teaching under supervision, are the main ones employed in giving the prospective teacher that power in applying previously acquired academic and professional knowledge and that skill helpful in the actual work of the school room.

PRINCIPAL'S OFFICE

THE COURSE OF STUDY

ARITHMETIC

Although the instruction in arithmetic in the primary grades is intended to furnish a necessary basis for advanced work, the chief aims are to promote habits of logical reasoning, of accuracy and of independence in thought.

Formal analysis should never be required in the lower grades. The child should be allowed to state his conclusions in his own way, unhampered by any "process."

Much of our number work the first year is given incidentally, in connection with other work. Not more than ten minutes a day is given the first year to what may be called formal number work.

Sense training work is given to form a basis for comparison, as number is the result of measurement and comparison, the idea of comparison is emphasized. Teach that it is the ratio that is fixed, the unit is variable. Speer blocks are used the first two years, to assist in training the child's judgment.

The various topics in arithmetic, such as compound numbers, compound fractions, decimals, factoring, etc., are gradually developed from the first, as necessity demands.

The constant aim of the teacher should be to develop the child's power of forming correct, mathematical judgments and to compute accurately and quickly.

The time of the recitation in the grammar grades should be divided into three parts; about one third given to written work, one third given to accurate oral work, and one third given to forecasting, that is, giving approximate results.

Work to free the pupil from the influence of the printed page, and lead him to deal with problems as in real life.

FIRST GRADE

Incidental Work

Distribution of material by rows; by class; numbering children at board or at seats; finding page in primer and first reader, line on a page and word in a line; number of days in a week; number of cents in a nickle, dime and dollar. Number in connection with nature study, such as weather records. Number facts brought out in the story work and in songs. We do not give any number work for the sake of numbers alone, but it is given as the child feels the need of numerical facts in relation to his other work.

The child just entering school usually has very uncertain and vague number concepts and it is necessary for him to see the same relation in many different things under many conditions before the true idea of numbers is gained. The practical and constructive processes that are used teach the child to observe and to estimate carefully and thus definite and clear concepts are developed.

The formal number work in this grade is largely oral, but some written work is given the latter half of the year.

Objects: Children taught to combine, separate and group; trained to see number of objects without stopping to count. This work develops instantaneous recognition of number.

Combinations in addition taught first, then subtraction as its opposite. Later multiplication, with division, as its opposite.

Signs, +, —, ×, ÷, are taught.

Counting by 1's, 2's, 5's and 10's.

Speer Work

Since "the products of the senses, especially those of sight, hearing and touch, form the basis of all the higher thought processes," sense-training is given an important place in first grade.

Many exercises and games are taught that will aid the child in discerning relations accurately, and that will secure for him clear mental pictures.

The comparison of surfaces and solids, and of simple ratio taught as presented in Speer's Primary Arithmetic.

The units of measurements and comparisons that are learned as a result of the constructive and concrete work are: the pint, quart; inch, foot and yard. Playing store, or buying and selling, teaches the children to make change with cents, nickels and dimes.

The following is a list of games that are played for sense and motor training:

Spider and Fly.
Shepherd and Sheep.
The Cobbler.
Telegram.
Rainbow Fairies.
Squirrel Race.
Visit to Other Lands.
Follow the Leader.
Basket Ball.
Hide Ball in Plain Sight.
Have You Seen My Friend?
The Pigeons.
Flower Game.
Ring Master.

ELIZABETH MUSGRAVE,
First-Grade Critic Teacher.

AMY M. WEIHR, Ph. M., B. Ped.,
Second-Grade Critic Teacher.

SECOND GRADE

Incidental work continued, as work arises from pupil's daily needs in manual work and all school studies.

Sense training, which is so largely the basis for the numbers in the first year, is continued throughout the second year.

The Speer blocks aid the children to see the ratio thirds, fifths, etc.

Much, also, is done in drawing, paper cutting, and paper folding for this purpose.

Continue addition tables, learning that $6 + 7 = 13$, $16 + 7 = 23$, $26 + 7 = 33$, etc.

This work is preceded by counting in tens as; 7, 17, 27, 37, etc.

Let the pupils be thoroughly familiar through grouping with the fact that a number as twenty-five, consists of a certain number of ones and a certain number of tens, that the so-called process of carrying need not be such a difficult task.

When the number 18 has been reached, pupils begin to work out the multiplication tables by themselves, with splints. They try grouping in 2's and 3's. They discover that as $9 \times 2 = 18$, $2 \times 9 = 18$, $18 \div 2 = 9$, $18 \div 9 = 2$, $\frac{1}{2}$ of $18 = 9$, $\frac{1}{9}$ of $18 = 2$, so in getting one fact, they really get a chain of six facts.

The terms factors, prime and composite numbers are used.

When the number 40 or 45 is reached, the objects are put aside and the children learn to factor without them. They soon learn what numbers can be factored or divided by 2, by 3, and by 5. They also learn how, if possible, to bring the factors within the tables. For example, they divide 60 by 2 and get 30; then they are led to see that by taking the factor 3 out of the factor 30 and putting it with the factor 2, they get the two factors 10 and 6, and they add $10 \times 6 = 60$ to their tables. This work is not hard for children, and they delight in it.

Make use of the standard units of compound numbers; as pint, quart, gallon for measuring liquids; quart, peck and bushel for measuring grains and vegetables; cent, dime and dollar for measuring values; inch, foot and yard measurements.

These measures worked out with apparatus: Cent, dime and dollar for measuring values, with real or imitation money.

ELSIE G. GREATHEAD,
Third-Grade Critic Teacher.

ELIZABETH H. BOHN
Director of Domestic Science.

Roman numerals to XII, so as to read time on the clock face.

The principle of "carrying" developed with objects, but the term is never used in second grade.

Addition of two place numbers.

Multiplication of two place numbers by one place numbers.

Problems with one condition.

All the tables worked out through factoring.

Notation and numeration through three orders.

THIRD GRADE

The aim of the work of this grade is to produce accuracy and facility in the use of numbers. The work of the second year is continued and made more difficult. Very little new work is taken up in this grade.

Notation and numeration through six orders are taught.

Fundamental Operations

In addition, the numbers do not exceed three orders, and not more than four numbers are included in a problem.

In subtraction, the principle of borrowing is developed.

The children add and subtract mixed numbers, the fractions studied being halves, thirds, and fourths, each child always making his own diagram.

In multiplication, four orders in the multiplicand, two in the multiplier.

Four and five place numbers divided by one place numbers. The use of the cipher in the quotient is taught. All terms used in fundamental operations are given.

Denominate Numbers

TABLES OF PREVIOUS GRADES REVIEWED AND USED

LENGTH	LIQUID
12 inches = 1 foot	2 pints = 1 quart
36 inches = 1 yard	4 quarts = 1 gallon
3 feet = 1 yard	

TIME
60 minutes = 1 hour
24 hours = 1 day
7 days = 1 week

DRY
2 pints = 1 quart
8 quarts = 1 peck
4 pecks = 1 bushel

U. S. MONEY
10 cents = 1 dime
10 dimes = 1 dollar

Reduction is limited to one step.

Change to next higher or next lower denomination, only; as, "Change 17 gallons to quarts;" "Change 27 feet to yards." Under U. S. Money, children are taught to make change, using real money.

Roman Notation developed and numbers written to C.

Concrete Problems

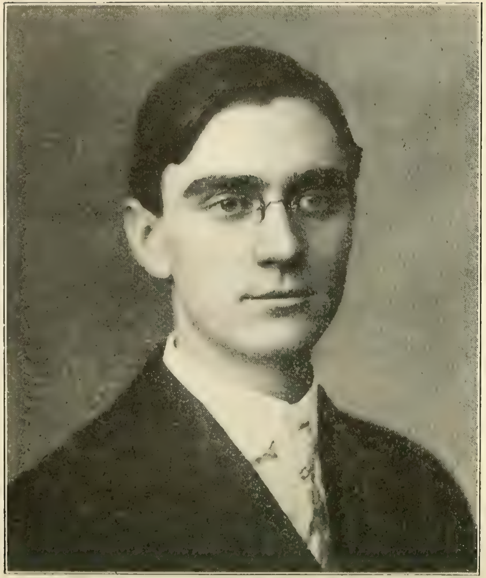
Operations limited to two steps, not more than one of which should be division or multiplication.

Type Thought Problems

A boy takes 75 cents to the store to get 25 cents worth of eggs, and the remainder in 5-cent sugar. How many pounds of sugar does he get?

A farmer brings to the store 4 dozen eggs, worth 20 cents a dozen. How many yards of 8-cent muslin can he buy for the money?

What will be the cost of 3½ pounds of flour at 4 cents a pound, and ½ pound of butter at 20 cents a pound?



CHARLES O. WILLIAMSON, B. S.,
Director of Manual Training.

WINIFRED L. WILLIAMS,
Fourth-Grade Critic Teacher.

FOURTH GRADE

A thorough review of all previous work in an intelligent and spirited manner.

Pupils of this grade should become accurate and skillful in addition and subtraction of integers.

Give problems in subtraction, the minuend being more than a four place number. Introduce three or more ciphers in the minuend.

At the beginning of the term make sure that every pupil has mastered the multiplication combinations through all the tables so that they may be used with accuracy and fair rapidity.

Begin the use of multipliers of three or more place numbers. Introduce the cipher in the multiplier; also, the multiplier ending with a cipher.

Long Division

Develop long division by showing transition from short division to long division; e. g. 9,760 ÷ 4 by long division process; next take 9,760 ÷ 40. Take plenty of time for these two steps, two weeks if necessary. Next divide by 21, 31, 41, etc.; then by any two place numbers. Later a divisor of three or four place numbers.

The following steps are used in developing long division:

First, find partial dividend; second, as a trial divisor see how many times the first number in the divisor is contained in the first number of the dividend, if not contained take the first two numbers; third, place first number in quotient over last number in the first partial dividend; fourth, multiply divisor by quotient; fifth, subtract; sixth, test by seeing if the remainder is less than the divisor; seventh, bring down the next number in the dividend, thus forming a new partial dividend.

Show by actual process that when a cipher comes in the quotient, the steps multiplying and subtracting may be omitted.

Show that when both divisor and dividend end in a cipher, the cipher may be dropped from each without changing the quotient.

Applied Problems

While the main object is to produce skill and accuracy, formal analysis is taken up and an abundance of one-step and two-step problems are given. Many problems involving two and three step processes are also given.

Care is taken to discriminate between partition and division. In division (measurement) the divisor and dividend are of the same denomination.

Explain carefully that in problems of the above the quotient is abstract and show pupils how to reason to get the answer in the concrete.

Example: At \$5 each how many sheep can be bought for \$165?

There will be as many times one sheep as \$5 is contained in \$165, which is 33. 33 times 1 sheep are 33 sheep.

In partition the divisor is abstract and the quotient is simply a part of the dividend.

Example: If three books cost \$1.08, what will five books cost?

3 books $= \$1.08$

1 book $= \frac{1}{3}$ of $\$1.08 = \$.36$

5 books $= 5 \times \$.36 = \$1.80$ (Here × is read "times")

Factoring

Review terms, prime number, composite number, divisor, and factor.

Develop the terms prime factor and common factor.

Find the prime factors by getting the factors in the tables in mind and then getting the prime factors of those.

Drill on factoring to 144 at sight.

Greatest Common Divisor

Develop by getting prime factors, selecting all common factors, and multiplying these for greatest common factor or divisor.

EXAMPLE

$$\begin{array}{l}
36 = 2 \times 2 \times 3 \times 3 \\
54 = 2 \times 3 \times 3 \times 3 \\
72 = 2 \times 2 \times 2 \times 3 \times 3 \\
\hline
\quad 2 \times 3 \times 3 = 18 \text{ G. C. D.}
\end{array}$$

Least Common Multiple

Develop terms, multiple, common multiple, least common multiple.

In solving problems find prime factors; select all factors necessary to contain the numbers and no more, multiply these factors together for the least common multiple.

EXAMPLE

$$\begin{array}{l} 12 = 2 \times 2 \times 3 \\ 18 = 2 \times 3 \times 3 \\ \underline{27 = 3 \times 3 \times 3} \\ \qquad 3 \times 3 \times 3 \times 2 \times 2 = 108 \text{ L. C. M.} \end{array}$$

In finding G. C. D. and L. C. M. no numbers are used larger than 144.

Cancellation

Develop the fact that taking out the same factor from both dividend and divisor does not change the quotient. Lead pupils to see that this operation shortens the process of division when both dividend and divisor are made up of factors.

Merchant's Bills

Simple bill making may be used as a good drill in multiplication. Children study prices and make out bills for class use.

Fractions

Addition and subtraction of mixed numbers, both numerator and denominator one place numbers. Quick drill on these in the abstract as well as in the concrete.

Compound Numbers

Review all tables of compound numbers with quick drill in oral reduction. Make frequent use of these tables in applied problems.

Numeration and Notation

Reading and writing numbers to 1,000,000. Roman notation continued to M.

U. S. Money

Review tables of U. S. Money. Have much practice in reading, writing, and computing U. S. Money. Drill on U. S. Money using the four fundamental processes.

Mental or Oral Arithmetic

Quick and spirited drills are given daily using many devices for securing accuracy and rapidity in both abstract and concrete problems.

Reference Books in Arithmetic for Primary Grades

The Arithmetic Primer	Hall
First Steps in Arithmetic	Pierce
Seat Work and Industrial Training	Gilman
First Journeys in Numberland	Waldo-Harris
Sense Training	Mount
Games, Seat Work and Sense Training	Holton and Kimball
Industrial Primary Arithmetic	Baldwin
Special Methods in Arithmetic	McMurry
Primary Arithemetic	Speer
Plans for Busy Work	Arnold
Primary Arithmetic	Walsh
Common Sense Arithmetic	Crawford
Natural Arithmetic, Book I	Winslow
Primary Arithmetic	Watson and White
Rational Arithmetic, Elementary	Bellfield and Brooks
Primary Arithmetic, Book I	Southworth-Stone
Primary Arithmetic	McLellan and Ames
Psychology of Number	McLellan and Dewey
Special Methods in Arithmetic	McMurray
Supplementary Work in Arithmetic	Giffin
Thinking, Feeling and Doing	Scripture

MARGARET A. DAVIS,
Fifth-Grade Critic Teacher.

CORA E. BAILEY, B. Ped.,
Sixth-Grade Critic Teacher.

FIFTH GRADE

The pupils should obtain a complete mastery of the elementary processes and facts. The work of the previous grades is thoroughly reviewed in order to strengthen the foundation, by means of which the new work is to be presented.

Review Work

Notation and numeration of numbers, both Arabic and Roman.

The four fundamental operations both in abstract and concrete work; the names of the terms, such as, minuend, multiplicand, dividend, etc. In division, a divisor containing more than two figures is used. Emphasis is placed upon the distinction between partition and division.

A review is made of factoring, greatest common divisor, least common multiple and cancellation; the tables of denominate numbers, with quick drill in oral reduction both ascending and descending; problems involving comparison; notation and numeration of United States money.

Common Fractions

By means of objects, develop that a fraction is one or more of the equal parts of a whole; that the denominator shows into how many parts anything has been divided or the size of the parts; that the numerator shows how many parts are taken or the number of parts.

Ascending and descending reduction: Show why increasing the numerator increases the value of the fraction; why increasing the denominator decreases the value; that increasing both numerator and denominator does not alter the value and vice versa.

Proper, improper fractions and mixed numbers are carefully taught.

Addition of Fractions: First have the pupils add mixed numbers whose fractions have the same denominator until the process is thoroughly understood; then take mixed numbers whose denominators are unlike and develop how the fractions may be changed to a common denominator without altering their value. The process of finding the least common denominator should be mental at first, later as the fractions grow more difficult, least common multiple may be applied. Develop subtraction of fractions similar to addition.

Multiplying a fraction by a whole number: Develop the two ways of multiplying a fraction by a whole number. Show just what multiplying the numerator does for the fraction; what multiplying the denominator does; why we usually multiply the numerator. In the same way develop dividing a fraction by a whole number.

Multiplying a fraction by a fraction: Lead the pupils to see for themselves why they multiply the numerators together to produce a new numerator and the denominators together to produce a new denominator. Lead pupils to see why cancellation may be used to shorten multiplication of fractions, although cancellation is a shortening of division.

Dividing a fraction by a fraction: Lead the pupils to see for themselves why we may invert the terms of the divisor and then multiply. Miscellaneous problems and bills involving fractions are given.

Decimal Fractions

Development of the decimal scale; notation and subtraction of decimals may be taught in connection with reading and writing decimals. Develop the difference between a common fraction and a decimal; that this difference is only in form and not in value. The relation of decimals to U. S. money.

Multiplication of decimals: Develop by changing to common fractions, that we point off as many decimal places in the product as there are decimal places in both multiplicand and multiplier.

Division of decimals: Develop by changing both dividend and divisor to the same denominator and then dividing; reduction of decimals, from a decimal to a common and from a common to a decimal fraction. Constant drill is necessary in both common and decimal fractions in order to produce skill, speed and accuracy.

Simple problems in ascending and descending reduction of denominate numbers are given; simple problems in comparison or ratio. Pupils are required to do much of this work mentally.

Areas

Develop finding the area of a rectangle, square and triangle, using the square inch as the unit of measure.

Perimeters

Develop finding the perimeter of a rectangle, square and triangle using the inch as the unit of measure.

Problems should not be too difficult. Special attention is given to mental arithmetic.

SIXTH GRADE

It should be kept in mind that the object of arithmetic is two-fold—the development of power and the aquisition of skill in the use of numbers.

Skill in the use of numbers involves both the power of reasoning, and facility and accuracy in the mechanical operations.

In the sixth grade less attention is given to mechanical drill in the fundamental operations and more attention is given to the reasoning powers of the pupils. While care is taken to have no long step between successive subjects, new difficult subjects are carefully developed. The pupils are gradually trained to depend upon themselves in their arithmetical work.

At the beginning of the sixth year common and decimal fractions are reviewed. These subjects are now given more intensive study and a broader application than in the preceding grade. Special attention is given to thought work, but complicated problems are avoided. Only such are used as come within the experience of the child.

Review

Classification of numbers
  Even, odd, prime, composite
Factors and multiples
  Prime factors
  Greatest common divisor
  Least common multiple

- Fractions—common
  - Definition
  - Terms
  - Classification
  - Reduction
  - Fundamental operations
  - Concrete problems
- Fractions—decimal
  - Definition
  - Reduction
  - Decimal notation
  - Fundamental operations
  - Concrete problems

New Work

- Complex fractions
- Denominate numbers
- Tables completed
- Reduction
  - Descending
    - Whole numbers
    - Common fractions
    - Decimal fractions
  - Ascending
    - Whole numbers
    - Common fractions
    - Decimal fractions
- Fundamental operations
- Mensuration
  - Square measure—developed from linear measure
  - Area—significance of unit of measure and its application emphasized
    - Parallelogram
    - Triangle
    - Irregular figures
  - Simple work in carpeting, papering, and plastering
  - Perimeter of quadrilaterals, circumference and diameter of circle

- Volume—Process developed by use of cubical blocks
  - Cubic and rectangular prisms
  - Wood measure, contents of bins, casks, etc.
- Time between dates
- Bills
- Miscellaneous problems

Ratio

- Simple ratio and its applications
- Percentage
  - Meaning of term
  - Aliquot parts of 100
  - Relation of percentage to common and decimal fractions
  - Cases
    - To find per cent. of a number.
    - " " a number when a certain per cent. of it is given
- Applications of percentage
  - Interest
    - Terms
    - Principal, rate and time given to find the interest or amount
    - Method—The six per cent. method is used in this grade.

Oral Work

Oral work and written work are closely combined. Each subject is first introduced with oral exercises, small numbers being used that the mind may concentrate on the new process. Oral reviews of previous work are given. There are frequent oral drills to secure accuracy, rapidity and freedom from pencil and paper.

MARGARET L. TILLEY,
Seventh and Eighth-Grade Critic Teacher.

EUGENIA M. LISTON,
Director of Music.

SEVENTH GRADE

Success in teaching any subject and particularly arithmetic, is dependent upon the ability of the teacher to ascertain what the child's previous preparation for a topic about to be presented has been, and whether lessons that have been taught, or facts that have been drilled upon, have really been grasped by the pupils and retained. Every successful teacher is constantly testing, frequently by means of written tests, but more commonly by careful questioning day by day in order to reveal any existing weakness.

Whenever the testing shows deficiencies in essential fundamental processes, as inability to add by endings, to use the multiplication combinations, or to divide decimals, it is well for the teacher to make note of each individual case and overcome such weakness at the first opportunity.

Such careful teaching, though at times seemingly slow, will insure skill in ciphering, greater clearness in thinking, and steady, permanent mental growth—the real criteria of the effectiveness of the instruction.

There is a natural tendency on the part of some teachers to neglect the drill side of arithmetic. Frequently a teacher will instruct clearly and interestingly, but her work lacks effectiveness, because of this very important phase of teaching. Effectiveness in drilling depends upon the ability of the teacher to plan such methods as will induce all the pupils in the class to concentrate their minds intently upon the subject in hand and give all the individuals in the class the greatest amount of practice in a few minutes.

Mental or oral arithmetic should be given daily for about one-third of the recitation period, usually preceding the other work. It should have a three-fold aim:

(a) To keep up a continuous review of essential processes which the child has studied in his previous school experience.

(b) To introduce new principles which are to be developed, and to aid in the development of these new principles.

(c) To give a sufficient amount of drill upon principles which have been presented to the class.

The work should include both abstract and concrete problems, and should not be suited to the few pupils who have unusally bright, quick minds, but should be adapted to the strength of the majority of the class.

Mental problems should be dictated by the teacher but once, as a rule, in order to cultivate attention. One economical and effective method of conducting an exercise in mental arithmetic is to have the pupils write on slips of paper, answers to problems dictated by the teacher. These papers may then be marked by the pupils, the teacher reading the correct answers. The teacher should ascertain who failed on each problem, and skillfully and quickly, give them just the help needed to clear up the points upon which they have failed.

It is of prime importance that the teacher distinguish the relatively few essential things in arithmetic from the many topics that are studied for their general informational value.

The following work is covered in this grade:

Review of essential processes
Drill in writing and reading decimals
Review of multiplication and division of decimals
Percentage and its applications
  Profit and Loss
  Commission
  Insurance
  Taxes
  Commercial Discount
  Simple Interest (all methods)
  Partial Payments (Merchants' rule)
  Compound Interest
  Annual Interest
  Banks and Banking
  Bank Discount
  Present worth and True discount
  Exchange
  Bills and Accounts

EIGHTH GRADE

Before taking up the advance work, a thorough review of all essential processes preceding the work of the grade should be given. Two to four weeks devoted, at the beginning of the term, to establishing thoroughly this foundation, will be time profitably spent and will be more economical than attempting to begin the advance work of the grade without this preparation.

In order to develop power of application so essential to success, pupils should be required to prepare their written work in arithmetic within a specified time, usually a study period. Pupils should not be allowed to prepare their arithmetic lessons at home.

The aim should be to secure, first, accuracy, and then, reasonable rapidity. The former is by far the more essential. It should constantly be impressed upon the pupils that nothing but absolute accuracy will suffice in mathematics.

The pupil should ask of every answer to a problem: Is it a reasonable answer? This alone should preclude all preposterous results which are too frequently submitted by pupils.

Pupils in this grade should gain a thorough mastery of the equation, and of addition, subtraction, and multiplication of algebraic expressions. The transition from arithmetic to algebra should be made in such a way as to lead pupils to see that the same principles and the same processes are used in algebra as in arithmetic, only in a more generalized and extended form.

The daily mental work, so far as practicable, should be continued throughout this grade for the purpose of keeping up a drill in the essential processes in arithmetic, and as a means of introducing and drilling upon algebraic principles.

The following work is covered:

Stocks and Bonds
Longitude and Time
Board measure
Masonry and Brickwork
Painting and Plastering
Carpeting and Papering
The Metric System

- Simple Proportion
- Powers and Roots
- Capacity of bins and tanks
- United States Public Lands
- Plane surfaces defined and classified
- Triangles
  - Classified and defined
  - Special study of right triangles
- Construction and Area
  - Rhomboid, rhombus, trapezoid, trapezium
- Circles
  - Diameter, circumference, and area
- Area and Volume
  - Prisms, cylinders, pyramids, cones and spheres
- Algebra
  - Simple equations
  - Addition, subtraction, multiplication and division of algebraic expressions
  - Common fractions
  - Simple factoring

Reference Books for Grammar Grades

Advanced Arithmetic	Smith
Arithmetic, Book II	Southworth-Stone
Arithmetic, Book III	Southworth-Stone
Oral Arithmetic	Wentworth and Smith
Advanced Arithmetic	White
Rational Grammar School Arithmetic	Myers and Brooks
Grammar Arithmetic	Walsh
Complete Graded Arithmetics	Atwood and White
Oral Arithmetic by Grades	Kirk and Sabin
American Mental Arithmetic	Bailey
First Algebra	Stone-Mills
Grammar School Algebra	Griffin
Supplementary Work in Arithmetic	Giffin
Special Methods in Arithmetic	McMurry
Psychology of Number	McLellan and Dewey
The Teaching of Elementary Mathematics	Smith

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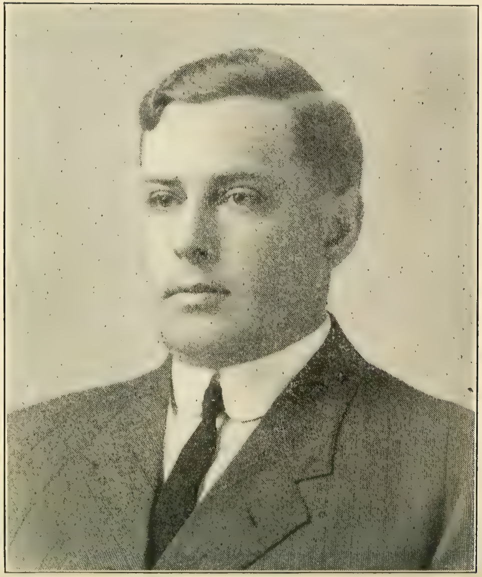

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GEOGRAPHY

THIRD GRADE

The work in geography is based upon Sections I and II of the Tarr and McMurry primary geography. The developing method is largely used. Local topography is made the basis of many lessons, much of the work being done out of doors. Many simple experiments in connection with study of vapor, condensation, evaporation, movements of the air, etc., are conducted in the schoolroom.

I. Food
  1. Animal
    a. How it first came to be used. Story of the Roast Pig, Charles Lamb
    b. Animals now used for food
    c. Present methods of preparation
  2. Vegetable
    a. Brief study of foods grown in different climates
    b. Effect of climate upon food products
  3. Food producing industries
    Ranching, dairying, fisheries, farming, milling
  4. Interchange of food products
    a. Benefits to man
    b. Debt the city owes the country
    c. Development of commerce
    d. Means of transportation

II. Clothing
  1. How climate affects mode of dressing
  2. Materials
    a. Furnished by animals—skins, wool, camel's hair, silk
    b. Supplied from vegetable kingdom—cotton, flax, some other vegetable fibres

- 3. Industries by which raw materials are supplied:
  - a. Ranching
  - b. Raising silkworms
  - c. Raising cotton
  - d. Raising flax
- 4. Industries that have grown out of the demand for clothing.
  - a. Tanning, and manufacture of shoes
  - b. Factories for manufacture of textiles
- 5. Interchange of raw materials and of manufactured goods

III. Shelter

- 1. How climate modifies type of shelter adopted
- 2. Brief study of different types of homes
  - a. Shelter of Central African Negro
  - b. American Indian's wigwam
  - c. Eskimo igloo
- 3. Materials
  - Snow, skins, stones, lumber, brick
- 4. Industries growing out of demand for shelter
  - Lumbering, brickyards, quarries, building, glass factories, mining

IV. Land

- 1. Study dependence of all life upon soil
  - Human, animal, vegetable
- 2. Soil formation
  - a. Show relation between fine soil, sand and rock
  - b. Action of water upon decaying rock
  - c. Effect of ice in crevices of rocks
  - d. Effect of plant growth upon decaying rock
  - e. Action of earthworms upon soil
  - f. Varying soil depth; surface soil; subsoil
  - g. Why different kinds of soil
  - h. How good soil may become sterile
  - i. Fertilizers; what; why used
- 3. Land considered as to surface and elevation
  - a. Plains, slopes, valleys, swamps, divides, hills, mountains
  - b. Relative value of each for cultivation

    - c. Relative value of each for homes
    - d. Effect of altitude upon temperature; timber line, snow line
    - e. Surface productions of mountains
    - f. Mineral productions of mountains
    - g. How mountains have been made
    - h. Types of mountains; peak, range, chain, system

- V. Water
  - 1. Rivers
    - a. How formed
    - b. Terms: source, mouth, tributary, current, rapid, waterfall, bed
    - c. River system
    - d. River basin
    - e. How rivers carry away soil--erosion
    - f. How rivers form flood plains—sediment
    - g. Deltas
    - h. Value of rivers for drainage
    - i. Supply water to towns along the banks
    - j. Supply water for irrigation
    - k. Furnish power for manufactures
    - l. Used for navigation
  - 2. Ponds and Lakes
    - a. How formed
    - b. Terms: head, foot, inlet, outlet
    - c. Why lakes become salt
    - d. Uses of ponds and lakes. These are treated as under rivers
  - 3. Ocean
    - a. Relative size of rivers, lakes, oceans
    - b. Why ocean is salt
    - c. Experiments illustrating evaporation
    - d. How the ocean supplies water for rain
    - e. Value of ocean as a source of food
    - f. Value of ocean for navigation
    - g. Dangers of the sea
    - h. Means of protection from these dangers
- VI. Air
  - 1. Extent of atmosphere

2. Relative importance of air as compared to soil, to heat
3. Work of winds
    - a. As an aid to fire
    - b. For sailing vessels
    - c. For turning windmills
    - d. Distribution of moisture; forms of moisture. (Experiments)
4. Cause of winds

    Simple experiments showing action of heated air

FOURTH GRADE

Instruction in geography should be given, as far as possible, in the concrete. Geographical ideas should be presented to the mind of the child by objects and illustrations rather than by definitions and descriptions. This can be done by showing examples of objects in nature, by presenting models or picturese or by associating with the subject the child's own experience.

The blackboard, properly used, is a never failing means of representing geographical ideas.

Frequent use should be made of the globe. It is an indispensable aid in giving children correct notions of geography and many historical facts.

The teacher and pupils should make constant use of the map. A map should be studied and translated so that the pupil may have the power to know readily what every line and char acter on it means.

Have pupils frequently sketch from memory rough outline maps upon the board or upon paper, locating those cities, states and physical features concerning which they have already attained some knowledge. The teacher may sketch an outline map on board and pupils fill in important places.

In order that there may be economy of mental effort and that the pupils' thinking may be organized, it becomes necessary to select topics for study which shall integrate the important facts. Each unit is thus brought into relation with a great body of otherwise unrelated ideas.

The following work is taken up during the year:

- I. Industry, Commerce, and Government
  - 1. Industry and Commerce
    - a. How early settlers supplied their wants
    - b. How our own wants are supplied
    - c. Importance of highways. Kinds
    - d. Name and describe great occupations
  - 2. Country and City
    - Compare as to occupations; advantages; schools; transportation, attractions
  - 3. Government
    - a. Elections
    - c. How laws are made
    - d. Forms of government
- II. Earth as a whole
  - 1. Form and Size
    - a. Proofs of the earth's rotundity
    - b. Diameter
    - c. Circumference
  - 2. Composition of the earth.
    - Land and Water Forms.
  - 3. Daily Motions of the Earth.
    - a. Day and night
    - b. Equator, axis, poles
  - 4. Continents and Oceans
    - a. Names
    - b. Location
    - c. Comparative size
  - 5. Zones.
    - a. Cause
    - b. Location
    - c. Boundaries
  - 6. Latitude and Longitude.
    - a. Use
    - b. How measured
- III. North America.
  - 1. Position
    - a. Latitude and Longitude
    - b. In relation to other continents

- 2. Form
  - a. General form
  - b. Coast-line, seas, gulfs and bays. The form to be fixed in mind by freehand map drawing
- 3. Size
  - a. Compared with other continents
  - b. Greatest length, breadth, and other dimensions.
- 4. Surface and Drainage
  - a. Principal mountain ranges
  - b. Large rivers
- 5. Climate
  - a. Temperature
  - b. Rainfall
- 6. Vegetation
  - a. Relation to climate
  - b. Deserts, forests, prairies

IV. Divisions of North America

- 1. United States
  - a. Location on continent and boundaries
  - b. Surface and drainage
  - c. Chief industrial divisions
  - d. Commerce—domestic and foreign
  - e. Distribution of population
  - f. Chief cities
- 2. Dominion of Canada
- 3. Mexico and Central America
- 4. West Indies

V. New England States

- 1. Location in the United States; names of states; coast features; capes, bays, harbors; adaptability for summer resorts
- 2. Physical Features
  - a. Highlands: Appalachian range; Green Mountains; White Mountains; scenery
  - b. Lowlands: Connecticut valley; along the coast; slope of land.
  - c. Drainage: Principal rivers; direction and length; water falls and water power; value for manufacturing purposes; location of cities; principal lakes

3. Climate
    a. Cold winters and warm summers
    b. Compare with Ohio
4. Natural Resources
    a. Agricultural, character of soil
    b. Mineral, building stone
5. Occupations and Industries
    a. Agriculture and Dairying
    b. Forestry and Lumbering
    c. Fishing, location, kinds, value
    d. Quarrying, location, kinds, value
6. Manufacturing
    a. Cotton and woolen goods
    b. Shoes and leather goods
    c. Paper
    d. Jewelry
    e. Firearms, machinery, tools
    f. Locate centers of industries
    g. Explanation of importance of New England as a manufacturing section
7. Cities: Capital city and principal cities of each state
8. Transportation: Railroads and steamboat lines
9. People of New England—character, etc.
10. Historical interest of New England

A general plan, similar to this, is followed in taking up all other sections of the United States.

FIFTH GRADE

In this grade a survey is made of each of the continents; a brief study of the leading countries of the world; the most interesting features of life and work among the people of each country; their manners and customs; how they are governed; what they do in order to make a living; the natural resources and physical features.

Maps, pictures, globes, diagrams, other materials and products together with sand-tables should be used in order to give clearness and reality.

Pupils should be trained in the use of maps, statistical tables, books of travel and other reference books. Quick map sketching on the board or on paper and occasionally a more carefully drawn map is valuable; but to spend a great deal of time upon map-drawing, just for the sake of drawing a perfect map is a sheer waste of time.

The lessons in geography are developed in a manner similar to those in history. Skillful oral instruction is necessary in order to make the work interesting and profitable. Imaginary tours are valuable and will aid in imparting a living interest to the lessons.

The chief points to be covered in the study of a country are position, form, size, relief, drainage, climate, industries and industrial regions, routes of trade, centers of population, chief cities, people and their government.

The following is a brief outline of the work as done in this grade:

I. Dependencies of the United States
  1. Alaska
  2. Cuba and Porto Rico
  3. Philippine Islands
  4. Hawaiian Islands
  5. Other Territory and Islands
  6. Canal Zone and Panama
II. Review of the United States
III. Other Countries of North America
  1. Canada and Newfoundland
  2. Greenland and Iceland
  3. Mexico and Central America
  4. West Indies
  5. Bermuda Islands
IV. South America
  1. Argentina, Uraguay and Paraguay
  2. Brazil and the Amazon River
  3. The Andean Countries
  4. Venezuela and Guiana
V. Europe
  1. General Facts About Europe
  2. The Great Powers of Europe

- a. British Isles
- b. German Empire
- c. France
- d. Italy
- e. Austria-Hungary
- f. Russia

3. The Lesser Powers of Europe
    - a. Norway and Sweden
    - b. Denmark
    - c. Netherlands
    - d. Belgium
    - e. Spain and Portugal
    - f. Switzerland
    - g. Greece
    - h. Turkey and the Balkan Countries

VI. Asia
- 1. General Facts About Asia
- 2. Southwestern Asia
- 3. Russia in Asia or Siberia
- 4. The Chinese Empire
- 5. Japan and Korea
- 6. India and the Countries East of It

VII. Africa
- 1. General Facts About Africa
- 2. Northern Africa
- 3. Central Africa
- 4. South Africa

VIII. Australia
- 1. Australia
- 2. New Zealand
- 3. The East Indies
- 4. Islands of the Pacific

IX. Review of the United States and other Great Powers.

Special lessons are given on the following:

1. A Voyage on the Atlantic
2. The Panama Canal
3. Coffee and Rubber Culture in Brazil
4. Linen Industry in Ireland
5. Silk and Wine Industries in France

6. Sponge Fisheries in the Mediterranean
7. St. Gothard Tunnel
8. Tea Culture in China
9. Desert Life in Africa
10. Pyramids, The Sphinx, etc.
11. Ivory Industry
12. Ostrich Farming
13. Diamond Mines of Kimberly
14. Sulphur Mines of Siberia
15. Trans-continental Railway
16. Coral Reefs
17. Pearl Fisheries

Imaginary sight-seeing trips are made to London, Paris, Berlin, Rome, Venice, Constantinople, The Swiss Alps, Naples and Mt. Vesuvius, Madrid, St. Petersburg, Pekin, Tokio, Manila, Hawaii, Panama, Rio Janeiro, Valparaiso, Quebec, Montreal, etc.

Much of the history of these countries is taught in connection with the geography.

SIXTH GRADE

At the beginning of the sixth grade an advanced text is placed in the hands of the pupils. The work for the year includes North America, the United States and its dependencies.

The aim of geography in this grade is to give the child a larger and more intelligent view of the earth as the home of man, to show the basal law of cause and effect, and the relation of man and his industries to his physical and social environment. To this end there is a thorough elemental study of the physical conditions that control life.

Needless repetition is avoided through the study of type forms. Emphasis is laid upon map reading and map making. Pupils sketch outline and surface maps, and make maps of rainfall, products and distribution of population. Use is also made of diagrams, outlines and illustrations.

SIXTH-GRADE ROOM

- A. General geography
  - I. The earth as a whole
    - 1. Continents: names; relative positions; comparative sizes; differences of coast-line
    - 2. Oceans: names; relative positions; comparative sizes
    - 3. Continental plateau: highland; lowland; great divides
    - 4. Crustal movements: rising coast—resulting shore forms; sinking coast—resulting shore forms; bowing of crust, (mountains); faulting and displacement of crust (plateaus)
  - II. Conditions which effect relief features and shore forms
    - 1. Weathering
    - 2. Stream work
      - a. Formation of valley—narrow V-shaped valleys; broad V-shaped valleys
      - b. Plains: coast-plains; flood plains
    - 3. Glaciers
    - 4. Winds and tides
    - 5. Volcanoes and earthquakes
  - III. Movements of the ocean
    - 1. Tides; currents; waves
    - 2. Causes of above
  - IV. Mathematical geography
    - 1. The equator and the pole
    - 2. The tropics and polar circles
    - 3. The zones—names, positions, climate
    - 4. The axis of the earth—day and night
    - 5. The diameter of the earth
    - 6. The circumference of the earth
    - 7. Latitude and longitude
    - 8. Parallels and meridians
    - 9. Standard time
  - V. Conditions which effect climate
    - 1. Altitude
    - 2. Latitude
    - 3. Ocean currents
    - 4. Winds and rainfall
    - 5. Modifying influence of large bodies of water
    - 6. Modifying influence of mountains

VI. Conditions which determine the distribution of life forms—the several life regions and the characteristic plants and animals of each

VII. Races of men
  1. Appearance and characteristics
  2. Civilization and environment

VIII. Religion
  1. Principal kinds
  2. Effect on character and progress of a people

IX. Occupations
  1. Agriculture—conditions necessary to success
  2. Grazing—may be carried on where agriculture would fail
  3. Lumbering—present-day methods
  4. Fishing—ocean, lakes
  5. Mining and quarrying
  6. Manufacturing—raw material, cheap power, markets
  7. Commerce—location of trade centers

B. North America
  I. Position
  II. Form
    1. Indentations, prolongations.
    2. Continental shelf.
  III. Size
  IV. Relief
    1. Highlands
      Their relations to slopes, drainage systems, climate and occupations.
    2. Lowlands.
      a. Position, extent, kind
      b. Relation to population and occupations
    3. Climate as controlled by—
      a. Relief
      b. Position
      c. Winds
      d. Currents
      a. Nearness of large bodies of water.
    4. Drainage.
      a. Chief rivers and their relations to land forms

5. Soil: native; transported
6. Zones of plants as dependent upon: temperature, rainfall, soil
7. Zones of waste as dependent upon—
    - a. Too little moisture
    - b. Too much moisture
    - c. Poor soil
    - d. Altitude and latitude
    - e. Effects of irrigation where possible
8. Distribution of animal life
9. Distribution of minerals
10. Distribution of population as dependent upon—
    - a. Resources
    - b. Supply and demand
    - c. Commercial advantages
11. Development and location of —
    - a. Commercial centers
    - b. Manufacturing centers
    - c. Governmental centers
12. Development of commercial and trade routes
13. Political divisions

C. The United States and her colonial possesions
  Same general outline as North America
  Sections
    1. Location
    2. Physiography
    3. Type of occupations, (result of physical conditions)
    4. Cities (associated with occupations)

The dependencies of the United States, Mexico, Central America and the West Indies are treated in the same manner as that outlined for North America and the United States.

SEVENTH GRADE

The objects of teaching geography are, in general, four in number.

First: To give the pupils a definite knowledge of the location and character of certain important places or regions on the surface of the earth. This may be called the practical value.

Second: To lead the child to see that the earth is adapted to man's habitation and, therefore, fitted by a wise Creator to be man's home. This may be called the cultural value.

Third: To show the interdependence of men. This may be called the sociological value.

Fourth: To cultivate the child's powers of observation, reason, and imagination. This may be called the disciplinary value.

In this grade definite lessons should be given in teaching pupils how to use the index, the table of contents, the statistical tables, etc., in the back of the book. This work should be done with thoroughness. The pupils should be carefully trained in finding information in the text-book quickly and intelligently. Topics may be assigned for these exercises.

The Geography work of this grade consists of a special study of the following: Continents of South America, Europe, Asia, Australia and the Pacific Islands, Africa, and a study of the State of Ohio.

Each Continent is taken up and carefully studied in a manner similar to the following outline of the Continent of Europe:

1. Location
    a. In reference to other continents and to the United States
    b. In zones, and latitude compared with U. S.
2. Boundaries
3. Coastline. Compare with that of other Continents
    Advantage or disadvantage
4. Climate. Elements that affect climate
    Effect of latitude upon the climate. Importance of westerly winds. Direction of mountain chains, rainfall, etc.
5. Relief
    a. Western highlands
    b. The great Russian plain
    c. The lowlands of Holland; how these are made. Picture these—the windmills, the cattle, the pastures, and the dikes
6. Drainage
    Rhine, Rhone, Danube, Po, Volga, Seine
7. Products

- a. Vegetable: wheat, lumber, beet sugar, grapes along the Rhine, and products along the Mediterranean.
- b. Animals: reindeer in Russia, sheep in Spain and Scotland, cattle in Holland
- c. Mineral: iron and coal in England, iron and coal in Germany and Belgium, oil in Russia

8. Occupations
   - a. Where is Agriculture carried on? Mining? Manufacturing?
     Fisheries of northwestern Europe
     Linen manufacture in Ireland. Why?
     Wine making in France
     Silk manufacture in France
9. Countries and People

After the Continent has been studied as a whole, each country is taken up similarly to the following:

Russian Empire

1. Position
   - a. In reference to the remainder of Europe
   - b. In reference to Asia
   - c. In reference to the United States
2. Extent or Size; Compare with U. S.
3. Outline
4. Surface and Drainage
   - a. Northern slope—Lena, Yenisei, Obi
   - b. Southern slope—Volga, Don, Dneiper
   - c. Rivers generally navigable
   - d. Ural mountains, Caucasus mountains
5. Climate; affected chiefly by latitude
6. Resources and Products
   - a. Agricultural; wheat
   - b. Petroleum
   - c. Great resources, little developed
7. People—Siberian exiles
8. Cities—St. Petersburg, Moscow, Odessa
9. Special—Large army and navy, Siberian railroad, our purchase from Russia, Peter the Great, Napoleon's invasion.

EIGHTH GRADE

In this grade an intensive study of the United States is made, with the aim of bringing out the commercial geography and giving a broader view of the world's civilization in a way that the age of the pupils has not before permitted. Not more than one semester is given to this work.

Mathematical Geography: Form of the earth; proofs; size of the earth; movements, proofs. Change of seasons, causes; varying length of day and night, causes.

Atmospheric Circulation: Show by simple experiments the circulation of atmosphere by unequal heating. Conditions necessary to produce rainfall; effect of highlands; cyclones, causes.

Ocean Currents: Draw ocean currents on outline map of world, and name them.

Study tides in connection with observation of moon; causes of tides.

Reference books for teachers and pupils:

Special Methods in Geography	McMurry
Great American Industries	Rocheleau
Geographical Readers	King
Geographical Readers (5 vol.)	Carpenter
Methods and Aids in Geography	King
Type Studies from United States Geography	McMurry
Industrial Readers	Carpenter
How to Study Geography	Parker
The Great World's Farm	Gaye
How the World is Fed	Carpenter
How the World is Clothed	Carpenter
How the World is Housed	Carpenter
Natural School Geography	Redway and Hinman
A Geographical Reader	Johonnot
The Guyot Geographical Reader	Pratt
Popular Science Reader	Monteith
Advanced Geography	King
Elementary Geography	Dodge
Geographies (three book series)	Tarr and McMurry
Strange Places and People	James

Our Western Wonderland	Koch
After School Library	
Standard Library of Natural History	
Childs Book of Nature	Hooker
Round the World	Carnegie
Modern Europe	Coe
Nine Years in Japan	Faulds
Little Journeys (18 vols.)	Marion George
German Life in Town and Country	Davison
Commercial Geography	Mill
Views in Africa	Baldwin
Cities of the World	Hodden
How We Are Clothed	Chamberlain
How We Are Fed	Chamberlain
How We Are Sheltered	Chamberlain
Through the Dark Continent	Stanley
Over Land Through Asia	Knox
Up the Amazon and Maderia	Mathews
Elementary Physiography	Davis
The New Basis of Geography	Redway
The Story of Our Continent	Shaler
Advanced Geography	Dodge
Elementary Lessons in Physical Geography	Giekie
Excursions and Lessons in Home Geography	McMurry
Lessons in Physical Geography	Dryer
Chalk Modeling	Heffron
Commercial and Industrial Geography	McFarlane
Around the World (3 vols)	Carroll
Mathematical Geography	Gillan
Descriptive Geography; a separate volume to each of the six continents	Herbertson
Astronomical Geography	Jackson
Seven Little Sisters; Each and All	Andrews
Handbook of Commercial Geography	Chisholm
Commercial Geography	Redway

READING

FIRST GRADE

A few years ago, it was thought that the child should devote almost the whole of the four or five hours that he is in school the first year or two, to learning to read. We now realize that the world about him is an open book, from which he learns to read; so this subject must share the child's attention with nature study, history, literature, art, music and manual training; and the importance of doing, as well as knowing, has come to be felt.

We use, the first year, a combination of word and sentence method. Begin with words which represent ideas familiar to the child when he enters school. There are several reasons for this, the most important one being, that by so doing we connect the school and the home. Froebel says: "The union of school and home, of domestic and scholastic life is the first and indispensable requisite of the education of this period, if men are ever to free themselves from the oppressive burden and emptiness of merely extraneously communicated knowledge, heaped up in memory."

A book is given the child at the end of the third month of his school life. By this time he will have become so strong in getting words through visualization that he will take three or four new words a day, always learning to write the words and use them in original sentences.

The new words are always presented through the thought and as the child's ability to retain depends largely upon his interest, the teacher must be very careful to present the new word in an attractive way. Sometimes it is presented through objects, sometimes through pictures, often through stories or questions, the child himself suggesting the word.

Great care must be taken from the first, to get good, clear pronunciation. Questions, such as will stimulate thought and feeling, should be asked to gain expression.

When a class has been taught to recognize and to write twenty-five to thirty words, including nouns, pronouns, verbs and prepositions, it is time to begin sentence work. Here again, great care and skill on the teacher's part are necessary. The child knows the words and can even write them; but to get the thought when each word stands in relation to other words, is a long step for the little one. He has had sentences consisting of but one word, like Run, Jump, Cry. The teacher may now say "I want you to do just what the chalk tells you to do," and she writes, "Run to me." She must of course tell the child where to start to read. Now reading really begins. The child must be taught from the first to get the thought by silent reading before he tries to give it by oral reading. Do not allow the child to get the idea that saying words is reading. When a child is made to understand that oral reading is thought-giving that he is reading for the pleasure of others, his attitude and the manner in which he reads will be better. As an incentive to good oral reading the children are frequently permitted to select some one of their favorite stories and read it before the class, having previously prepared the lesson.

When the child has a visual vocabulary of one hundred to one hundred fifty words, he may be given lessons in reading based upon the work in science, history and literature. By means of the hektograph a sufficient number of copies may be made to supply the whole class.

In the second semester phonics are begun; the child has up to this time, been learning new words entirely through visualization and will have become so strong that the phonetic work will not be given at the expense of the thought. Through the breathing and articulation exercises, and the slow pronunciation of words, clearer enunciation is secured. The phonetic work is not a part of the regular reading lesson but is given at a different period.

The following comprises the work done in the first year:

Sentences and paragraphs on interesting and familiar subjects read from blackboard.

Hektograph lessons based upon nature study, history, literature, number and form lessons.

Child Life Primer
Beebe's Picture Primer
Cyr's Primer
Wide Awake Primer
Classic Primer
Art-Literature Primer
Folk-Lore Primer
Child Life First Reader
Stepping Stones to Literature, Book I.
New Education Reader, Book I.

The above named books may be read by an average class. While the lessons are not always read in the order in which they are introduced, they are all read sometime during the year and each book is read from cover to cover.

Spelling

During the first semester words are always introduced by means of visualization. Phonics given too soon would make poor spellers. Were our spelling logical this would not be true; but as there are many signs for the same sound, and many sounds for the same sign, the only way to teach spelling is through the eye, that is, by visualization. The child is taught to see the word as a whole, and write it as a whole, which is the way, eventually, that we all learn to spell as well as to read, regardless of early training.

After the first two or three months, from three to six new words are given each day. To impress and fix them, immediately following their development, the children write them five or six times and use them in original sentences. Dictionaries are kept by the children in which their new words are placed from day to day. The children write from dictation from twenty to twenty-five words each day, always following a word drill.

Writing

Frequently a child just entering school has very little muscular control. In order to obtain a large, free movement and to strengthen the muscles, most of the writing is done on the blackboard at first. Tracing in the air, following words made by the teacher, develops a large and easy movement. Correct position is insisted upon.

Great care on the part of the teacher is necessary in order to instill pride and neatness in all writing. Attention is called to the right proportion between the one space and loop letters.

Since our words are given through visualization, the child remembers the word as a whole, and it is impressed upon him from the first that the crayon must not be lifted until the entire word is finished. This ability to write a word continuously, not one letter at a time, gives the child confidence and prevents him from writing in a slow, cramped manner.

No special system is employed. The child is allowed to follow his natural inclination, whether it be vertical or slant.

SECOND GRADE

Much easy reading is given this year to gain naturalness and fluency.

New words are presented the same as in the first grade.

The phonetic work for which the basis was laid in the first year, should be continued with much drill in type forms and word building.

By this time there is little danger that the phonetic work will draw the mind from the thought to the form, and produce halting, mechanical work.

During the second half of the year, the increased power of detecting the phonograms makes it possible for the children to study new words.

New Education, Book II, with perception cards,is used as a basis for the work in phonics.

The use of the macron and breve is taught.

The wise teacher will welcome any devices that will tend to minimize routine drill. Here games may be profitably used. For example the following:

The family of ĕ is being studied. The group ĕnch is under consideration. After the children have written a number of words using ĕnch, as quench, drench, French, several leave the room, and select some word containing that sound, as bench. By pantomime the children are shoemakers at the bench. Those at the seats guess the word chosen.

The children make reading books based upon the subject matter of Nature Study, History and Literature.

During the school year this grade reads orally after silent preparation the following books in their entirety:

Jones' First Reader
Stepping Stone to Literature, First Reader
Baldwin's First Reader
Wide Awake First Reader
Cyr's First Reader
Cyr's Advanced First Reader
Circus Reader
The River Side Readers, First Reader
Jones' Second Reader
Stepping Stones to Literature, Second Reader
Baldwin's Second Reader
Wide Awake Second Reader
Child Life, Second Reader
Reynard the Fox
Work That is Play
New Education, Book II
Stories for Children, Lane
The Fairy Reader, Baldwin
Lights to Literature, Second Book
Folk Lore Reader, First Book
Baker and Carpenter, Second Reader

Spelling

The unusual words are omitted in the spelling; but with the exception of these few, all of the words in the reading lessons are included in the written spelling, and used in original sentences.

The children continue to make dictionaries.

Writing

It is important that all written work be neatly and carefully done. The aim should be that, in a proper position, there should be freedom of movement, correctness of form of the letters and figures, and rapidity of execution.

THIRD GRADE

The rudiments of reading having been mastered in the grades below the third, the aim here is fluency, giving special attention to expression, that the varying shades of meaning may be brought out.

As preparation for the reading, the new and difficult words in the lesson to be assigned are presented, the new idea contained therein being developed. Having grasped the thought, its expression follows easily. The word is placed upon the blackboard to the end that visualization may reinforce the ear.

The long and the short sounds of the vowels have been acquired earlier. The remaining sounds are now taken up. The children are drilled to pronounce words after they have been marked, also to mark the letters when the word is given. The name of the marks as macron, breve, cedilla, etc. are taught in this grade. The diacritical marks are used freely, and the child begins the use of the dictionary.

Selections having settings that are new or unfamiliar to the children have these made clear to them prior to the study of the lesson.

The following texts are read once during the year:

Cyr's Second Reader
Little Bear, Laura R. Smith, a complete story
New Education, Book III
Stepping Stones to Literature, Book III
Child Life, Book III
The Dramatic Reader, Book III
Baldwin's Third Reader
Jones's Third Reader
Heath's Third Reader
The Wide Awake Third Reader
Carpenter's Third Reader
Cyr's Art Reader

Aesop's Fables and Hans Christian Andersen are studied thoroughly in connection with the reading. Throughout the year choice poems, taken either from the reader or from other sources, are memorized. These are complete poems, not fragmentary gems.

Spelling

Fifteen words, chosen from the reading are given daily. Four days each week the spelling is written; one day is devoted to oral spelling that training in syllabification may be given. The words chosen are such as should be incorporated in the child's vocabulary.

Writing

No period is devoted to the teaching of writing. The children are encouraged to do their best in all written work. Legibility is our aim. The forms of the letters, with the possible exception of a few of the more unusual capitals have been acquired in the grades below. All forms are given before leaving third grade

FOURTH GRADE

Observe directions for previous grades as far as applicable. The art of study as begun in the lower grades should be carefully fostered and carried on here.

Much care should be taken to cultivate proper articulation, as well as to secure correct accent, emphasis, and inflection.

The reading should be in natural tones. Extraordinary efforts, adding nothing to the presentation of the thought, are to be avoided.

Have a definite aim in each lesson and concentrate the attention upon the points selected; for example, clearness of expression at one time, articulation, emphasis, or inflection at another.

Drill upon these until the doing of each has become, at least to some extent, a fixed habit.

Besides a definite aim toward perfecting the mechanics of reading, the teacher should aim to bring out plainly whatever is in the lesson of a nature to develop the growth of the moral character of the child, that he may be able to make his own application.

The first few minutes of the recitation should be given to questions on the lesson and on any previous information regarding it. If any difficult words are in the lesson, these should be drilled on before the reading.

During the oral reading of the lesson skillful and artful questioning should be employed to bring out the best interpretation.

The lesson should be intelligently assigned, bringing out the particular points by giving the setting of the story and developing the meaning of all new words and pronouncing them.

The setting of the story should be given by relating all known facts and experiences to the new lesson and giving new information through facts, stories, and illustrations.

Sometimes we depend upon the nature-study lesson to make clear the thought in the reading lessons; sometimes upon the history or geography lessons; often we omit the reading entirely for a day or two, the teacher taking the entire period for development and explanations.

Some dramatic reading should be given merely to help the child understand and interpret the lesson and not for entertainment. This kind of work brings teacher and pupil nearer together, furnishes proper ideals of conduct, aids the voice, and leads to self-forgetfulness. This may be very profitably done in dialogue reading.

Some silent reading should be done in this grade. Teach the pupils to focus their attention upon the thought as well as upon words and phrases.

The following books are read during the year:
Stepping Stones to Literature, Fourth Reader
Child Life, Fourth Reader
Cyr's Third Reader
Baldwin's Fourth Reader
Stories of the Niebelungen
Scudder's Book of Legends
Bonny Prince
The Story of a Donkey
Baker and Carpenter's Fourth Year Language Reader
Outdoor Secrets

Spelling

Careful attention to spelling of common words and correction of errors in all written work.

Spelling of new and difficult words taken from lessons in history, geography, reading, nature-study and arithmetic.

Written spelling four times a week, oral spelling once a week.

In oral spelling much care is given to pronunciation and syllabification.

All misspelled words are carefully drilled upon.

Text: Spaulding and Miller's School Speller, Book II

Writing

Very careful attention is given to writing, although there is no time given to regular writing lessons.

Each pupil is held to his best writing in all written work. No carelessly written manuscript is accepted.

Legibility, moderate speed, and uniformity of letters are aimed at rather than any particular system.

While attention is given to correct posture, holding of pen, paper, etc., yet much freedom is given the pupil in his individual manner of writing.

Selections from the following list are read to the children in the primary grades, with conversations on the beauty of the pictures, the elements of adventure, humor, etc.

Child's Christ Tales	Hofer
The Four Winds	Longfellow
Indian Legends of Arbutus	Poulson
Little Lord Fauntleroy	Burnett
Tales of Mother Goose	Perrault
Song of the Brook	Tennyson
Nature Myths	Cooke
Heidi	Spyri
Jungle Books (selected)	Kipling
Little Lame Prince	Mulock
A Child's Reader in Verse	Eldridge
Black Beauty	Sewell
Leaves from Nature's Story Book	Kelley
Ways of Wood Folk	Long
The Light Princess	MacDonald
The Envious Wren	Carey
Heroic Deeds and Stories of Other Lands	Johonnot
Beautiful Joe	Saunders

The Golden Fleece	Baldwin
The Wonder Book	Hawthorne
King of the Golden River	Ruskin
Story of Patsy	Wiggins
A Hole in the Wall	Alcott
Waste Not Want Not	Johnson
Alice's Adventures in Wonderland	Carroll
Ten Boys	Andrews
Five Little Peppers	Sidney
Child World	Riley
Snow White	Richards
Stories of Brave Dogs	Carter
Uncle Remus (selections)	Harris
Being a Boy	Warner
Wild Animals I Have Known	Seton
The Peasant and Prince	Martineau
Story of Siegfried	Baldwin
The Pied Piper of Hamelin	Browning
The Wind and the Moon	MacDonald
The Idle Shepherd Boys	Wordsworth
Nürnburg Store	De La Ramee
Moni the Goat Boy	Spyri

READING AND LITERATURE

FIFTH GRADE

Our aim is to develop in the pupils the ability to get the thought from the printed page; to obtain good vocal expression; to create a liking for what is best in literature.

In this grade the pupil should begin to be able to know and appreciate good literature and to see why it is good literature.

Self mastery of words is required. Each pupil should own a good dictionary and acquire the habit of using it.

There are frequent drill exercises to produce clear enunciation. Those sounds that are most difficult to pronounce distinctly are practised most. This drill work is carried on both individually and in concert, insisting that the sounds be distinctly given.

Care is taken to make the assignment of the new lesson clear and definite; to open up the thought in an attractive manner; to help the pupils overcome difficulties which they are not likely to master themselves. At first most new words after the idea has been developed, are diacritically marked by the teacher and pronounced by the pupils; only a few being given to look up in their dictionaries. As they acquire facility in the use of the dictionary, the number of words is increased until by the end of the year only those not found in their dictionaries need the attention of the teacher.

By skillful questions the teacher aims to bring out the thought and feeling in order to obtain good expression. Many of the stories are dramatized and illustrated. Occasionally the teacher reads a passage or poem in order to suggest higher ideals. Choice passages and poems are memorized by the pupils.

Special attention is given to the following classics found in their text-books: The King of the Golden River, Story of the

CAST OF "PERSEPHONE," FIFTH-GRADE PUPILS.

Golden Fleece, Rip Van Winkle, The Pygmies, The Old Norse-Myths, The Adventures of Ulysses, The Adventures of Bradamante, Sinbad the Sailor, Robinson Crusoe, and The Pied Piper of Hamlin.

The following books are studied and read by the pupils. The lessons are not necessarily taken in the order they are found in the books, but are often selected so as to correlate with other subjects. Each lesson is read some time during the year.

Stepping Stones to Literature, Fifth Reader	Arnold
Fifth Book	Cyr
Language Reader, Fifth Year	Baker and Carpenter
Greek Heroes	Kingsley
Heidi	Spyri
The Bird's Christmas Carol	Wiggin
Baby Bell, The Little Violinist, etc	Aldrich
Great Americans for Little Americans	Eggleston

Spelling

Oral spelling is given twice a week; the word pronounced, spelled by syllables and each syllable correctly pronounced.

Written spelling is given three times a week, in the form of words or dictation of sentences.

Frequent drills are given on words found in the pupils' vocabulary. Lists of words are taken from their daily studies and drilled upon both in oral and written work.

Misspelled words found in their written work are marked out and correctly spelled on their manuscript. These words are copied in their notebooks for future drills and reviews.

Text: Graded School Speller, Book III, Spaulding and Miller.

Writing

No special lessons are given. It is taught in connection with other studies.

In all our written work we aim at legibility and not uniformity. Pupils are taught the correct position of the body, correct holding of the pen and correct position of the manuscript.

Neatness, accuracy and a degree of speed are required in this grade.

Dictation exercises in both spelling and language are frequently written on the board by the pupils, where errors in the formation of letters can be easily detected and corrected.

All written work is required in ink.

SIXTH GRADE

The work of this grade is, in general, a continuation of that of the fifth grade. Effort is placed upon increasing the power to appreciate literature as literature. Content receives more stress, much of the mechanics of reading having been already mastered. The selections are longer and more complete. The simple study of whole masterpieces as standards by which literary values may be judged is begun. Attention is given to the authors of the selections read.

In this as in the preceding grade self mastery of new words is acquired through the intelligent and ready use of the dictionary. The use of reference books and encyclopedias and their indices is taught. Drills are given in distinct pronunciation and clear enunciation of words, in the phrasing or grouping of words, in selecting the important word, or central idea in a group of words. Allusions are interpreted and the simple figures of speech recognized.

The assignment of the lesson is carefully planned and such suggestions and references given as will help the pupil to a self mastery of the thought and feeling.

Power of expression is gained through the mastery of thought and feeling, through imitation and by practice

Variety and interest are added to the reading exercises by sometimes having a child read a selection of his own or the tercher's choosing before the class. Selections must not only be standards of literature but must appeal to the child.

The following books are studied and read:

Fifth Reader	Cyr.
Explorers and Their Doings	D. H. Knowlton and Co.
The Pilgrim Fathers	Abbot
Timothy's Quest	Wiggins
Tales of White Hills	Hawthorne
Legend of Sleepy Hollow	Irving

King Arthur and His Court	Green
Snowbound	Whittier
The Great Stone Face	Hawthorne

Spelling

Lessons from text-book

Spelling of misspelled words in lesson papers.

Spelling of words from other subjects of study before written work is required.

Attention is given to the following:

A few simple rules of spelling.

The more common prefixes and suffixes.

The division of words into syllables.

One day of each week is set apart for oral spelling.

Writing

Penmanship is not taught for its own sake, but as an end. Attention is given to errors in legibility and form. To this end much of the writing is required in ink. No special time is set apart for drill in writing, but each written lesson is so considered.

SEVENTH GRADE

Some one has said, "The printed page is the record of the thoughts and deeds of the race." The power to interpret this record is perhaps the greatest of all the arts taught in the school. Success in teaching reading depends largely upon the interest of the teacher. In order to put her pupils into the subject, the teacher must also put herself into it.

In this grade both intensive and extensive reading should be carried on, the time given for each depending upon the class and the aim of the teacher. The pupils should do much silent reading and be called upon to state the salient features of such reading in order to know how far they have grasped the thought. They should be taught how to read silently with the greatest economy of time and with the least conscious effort.

Some time is spent in committing and reciting gems from the literature used, and to have the pupils realize that the purpose in oral reading is to reveal thought to some one who listens.

SEVENTH-GRADE PUPILS IN "EVANGELINE."

In all the work emphasis is laid upon having the pupils form a clear mental picture, for upon this depends natural expression, interest, and a love for literature.

The following selections are studied as literary wholes:

Hiawatha	Longfellow
The Story of the English	Guerber
Evangeline	Longfellow
Jean Valjean	Victor Hugo
The Story of the Romans	Guerber
Doorstep Acquaintance	Howells
Sohrab and Rustum	Arnold
Vision of Sir Launfal	Lowell

Spelling

"Incorrect spelling is an indication of illiteracy; eternal vigilance is the only remedy." Spelling is carefully watched in connection with all the work. A textbook is used as a founation for the pupils.

Material used

- Words from their spelling book
- Spelling of words which in their daily work have been misspelled
- Writing of dictation exercises
- Selection of words from their various subjects

Writing

No special period for instruction is given. Each pupil has his own individual style. His written work is carefully watched and his best effort is always demanded.

EIGHTH GRADE

"Then upon one knee uprising Hiawatha aimed an arrow." From "Hiawatha," an original play by pupils of the eighth grade.

The work of the eighth grade in reading is a continuation of the methods used in the seventh. There is an effort in this grade to arouse in some measure the creative literary instinct and to help the pupils to an appreciation of literary wholes.

The work is made more intensive than in the seventh grade. Broader and deeper thought work and more composition work are required.

Read and studied as literary wholes:

Ten Times One Is Ten	Ingham
Lady of the Lake	Scott
Julius Caesar	Shakespeare
The Tempest	Shakespeare
Battle of Waterloo	Hugo
Man Without a Country	Hale
Merchant of Venice	Shakespeare

Spelling

Same as for seventh grade.

Writing

Same as for seventh grade.

Selections from the following list are read to the children in the grammar grades, by the teacher or by a pupil chosen by the class:

Home Life in Colonial Days	Earle
Last Days of Pompeii	Lytton
Legends of the Middle Ages	Guerber
The Story of Roland	Baldwin
Myths of Northern Lands	Guerber
Tanglewood Tales	Hawthorne
The Courtship of Miles Standish	Longfellow
Nature in Verse	Lovejoy
Ivanhoe	Scott
Knickerbocker History of New York	Irving
Little Men	Alcott
Little Women	Alcott
Twenty Years in Congress	Blaine
The Boy Emigrant	Brooks
La Salle and the Discovery of the Great West	Parkman
David Copperfield	Dickens
Child's History of England	Dickens
The House of Seven Gables	Hawthorne
Tales from Shakespeare	Lamb
October	Jackson
Betty Leicester	Jewett
Christmas Carol	Dickens
Sea Side and Way Side	Wright
The Cloud	Shelley
Stories of Ohio	Howells
A Man's a Man for a' That	Burns
Building of a Nation	Coffin
The Spy	Cooper
Hoosier School Master	Eggleston
Graded Poetry, Book VII	Blake
Sketch Book	Irving
Master Skylark	Bennett
Lays of Ancient Rome	Macaulay
Captain Courageous	Kipling
Silas Marner	Eliot
Pathfinder	Cooper
Lorna Doone	Blackmore
Huckleberry Finn	Twain

Up From Slavery..............Booker T. Washington
Wake Robin.................................Burroughs
Paul Jones....................................Abbot
Stories of American Life and Adventure....Eggleston
With Wolfe in Canada.........................Henty
The Boy Emigrant............................Brooks
Tales of Chivalry...........................Bulfinch
Famous Men of Modern Times....Haaren and Roland
Book of Golden Deeds.......................Baldwin
The Call of the Wild........................London
Story of the Bible............................Foster
The Little Colonel..........................Johnson
Captain January............................Richards
The Van Dyke Book........................Van Dyke
Rebecca of Sunny Brook Farm..............Wiggins
Oregon Trail...............................Parkman
In Wildest Africa.........................MacQueen
Poems Every Child Should Know...............Burt
Golden Staircase..........................Chisholm
Days and Deeds..........................Stevenson
Story of Stanley............................Golding
Gulliver's Travels...........................Swift
Uncle Tom's Cabin...........................Stowe
Leonard and Gertrude.....................Pestalozzi
Little Jarvis...............................Seawell
Hans Brinker................................Dodge

Reference Books

Teaching the Language Arts.................Hinsdale
How to Teach Reading.........................Clark
Special Methods in Primary Reading.......McMurry
Reading, How to Teach It....................Arnold
The Sentence Method.......................Farnham
Teaching of English..........................Chubb
Essentials of Teaching Reading..Sherman and Reade
Reading in Public Schools........Briggs and Coffman
Classics in all Grades......................McMurry
Special Methods in the Reading of Complete English
Classics....................................McMurry

Psychology of Reading	Huey
How to Teach Reading	Hall
Literature in the Schools	Welsh
Studies in Literature	Skinner
Literary Landmarks	Burt
Studies in Reading	Searson and Martin

FIRST-GRADE ROOM.

PHYSIOLOGY

FIRST GRADE

General Care of the Body

Care of skin; necessity for frequent baths; for clean clothing; care of hands and finger nails; care of teeth, nose, ears.

The importance of good health. Habits of cleanliness conducive to good health. Necessity for fresh air and proper ventilation; for deep breathing; for breathing with mouth closed. Avoid touching walls, banisters, or any objects, unnecessarily, avoid using public drinking cups, and towels in public places. Emphasize danger of putting things in mouth; of throwing waste (such as apple cores, etc.) in street.

Food and Drink

What food does for the body; where obtained; why we need food; why chew food; water and milk best drinks.

Much of the work in this grade is done through suggestive stories. Little poems, such as the following, are also very helpful in obtaining results.

"Show your hands, if they are clean,
And they should be to be seen;
Hands and faces clean and neat,
On every girl and boy we meet."

SECOND GRADE

Continue the oral instruction in regard to the cleanliness of the person, the home and surroundings.

Foods

Wholesome and unwholesome food; cheap candies; regularity in eating; how much to eat; how to eat.

Drinks

Milk as a drink; water quantity in our bodies; disease germs in water, care of milk.

Why wine, beer and whiskey are bad:
  They make the stomach sore
  They make the heart work fast
  They spoil the blood and the brain
  They make a person bad
Stories showing the effect of drink and how the habit is formed

Sleep

Why needed; how much needed; fresh air in sleeping room; going to bed happy.

Growth

Helped by wholesome food, work, play, fresh air and sleep.

Uses of bones and muscles: How strengthened; correct position for sitting, running, jumping, and standing.

THIRD GRADE

Study of foods; their relative value; the keeping of food; care of milk; care of the refrigerator; danger to health in decaying fruit or food; refuse in the cellar; value of sunshine; danger to health from impure water.

Effects of alcohol and narcotics.

Care of the teeth and the relation of sound teeth to good health.

Perform simple experiments to show composition of bones. With this as a basis, teach care of the bones; the reason for maintaining good positions during childhood; uses of the bones; effect of tobacco upon the bones.

Action of the heart and what the pulse tells. Difference between the blood in the arteries and veins. How the change comes about. Teach children where to bind when an artery is cut; where, when a vein.

How the blood is changed in the lungs; need of plenty of fresh air and exercise; care of sleeping rooms; nature of dust dangers of public drinking cups; danger from putting pencils in the mouth.

The uses of the skin and the need for perfect cleanliness.

Study of the special senses; care of ears; care of the eyes.

FOURTH GRADE

The study of the body, of its various parts and organs and their functions, is carried on not as an end in itself but as the basis for intelligent care of the body, which is the essential thing.

Instruction in this subject should be informal and oral. Pupils are encouraged to talk freely. In this way they will reveal their particular habits and needs and the teacher will have the opportunity of helping them.

Emphasize all simple rules of health pertaining to eating, sleeping, and growth of the body.

Lessons should be given on how to preserve strength, the different kinds of physical exercise, and the need of outdoor play.

The Body

Relation of a correct position to a healthy body; right habits of sitting, standing, and walking.

Exercise

Increases circulation; makes muscles harder, larger, and stronger. Increases appetite and digestion.

Sleep

Why needed; what it does for children; how much needed; regular hours; fresh air in sleeping room; airing the room in the morning; changing clothing at night.

Cleanliness

Use of soap and water; bathing; care of teeth and their importance; care of hair, nails; danger of soap and towels in public places.

Clothing, Exposure, etc.

Use of clothing; amount of clothing; change of clothing; caution against damp clothing; sitting in drafts; sitting with leggings and overshoes on.

Food and Drink

Why we need food; meaning of appetite; why we need building food; food for power; food for warmth; a variety of food; a good diet for young people; a list of most nourishing foods; when to eat candy.

Thirst

Why we need to drink; amount of water we need; why water is best; why tea and coffee are not good for children; caution in use of ice water; source of the Athens water supply.

Cooking and Eating

Reasons for cooking; ways of cooking; changes produced by cooking; dangers in uncooked meats; best ways of preparing meat; why milk is safer when scalded; cooking unripe fruits.

How much to eat; cultivate a taste for all wholesome foods; proper times for eating; regularity in meals; eating between meals; reasons for eating slowly; chewing food well; table manners.

Teeth

Their structure, formation, number; temporary and permament teeth; how care for teeth; cracking hard substances; tooth ache; effect of poor teeth on chewing.

Skin

Kinds; hygiene.

Eyes

Care of eyes; avoid reading too fine print; poor light; on train; while lying down

Breathing

Why we breathe; how we breathe; what we breathe out and what we breathe in; proper method of breathing; dangers of mouth breathing; how clothing affects breathing; location and appearance of lungs; why the blood goes to the lungs; pure air; impure air.

Simple Remedies

For cuts; burns; bruises; nose bleed; frost bites; fainting; chapped hands; burning clothing.

Public Health

Importance of the care of food supplies; cleanliness in streets and all public places; care of garbage; care of wells and reservoirs; danger of common drinking cup.

Hygiene of the Home

Cleanliness in house keeping; germs in dust and dirt; proper way to dust a room; how to sweep; cleanliness in the preparation of dishes; why flies and mosquitoes should be kept out of the house; care of the cellar and yard.

Alcoholic Drinks

Why all alcoholic drinks should be avoided; alcohol not a food; how alcholic drinks differ from fruit juices; drinks that contain alcohol; alcohol creates thirst; hinders digestion; effect on brain, muscles, and other organs.

Injurious effects of tobacco and cigarettes; why cigarettes hinder a boy's business chances; hinder growth and interfere with proper mental and physical development.

Seek to make the children temperate in everything—in eating, in drinking, in playing and in all of life's activities.

FIFTH GRADE

The work is confined chiefly to sanitation and hygiene; proper care of the body; necessity for right living; value of good habits; control of the temper; value of temperance; dangers of intemperance.

A brief review is made of the work in the previous grades such as: correct position of the body; pure air and correct breathing; exercise; sleep; cleanliness; good food; cheerfulness

Protection of Health

Location of slaughter houses, stables, etc. detrimental to health. The adulteration of foods; use of condiments. Sanitary plumbing. Disposal of sewage, garbage and rubbish. Fumigation and disinfectants. Methods of street cleaning in large cities. "White wings" of New York.

Bones

Necessary for support; sizes and shapes; location and use of spine, skull, ribs, breastbone, etc. Joints and their uses. Growth of bones and how to keep them growing right; correct position in standing and sitting. Common accidents; dislocation, sprains, fractures.

Muscles

Motion; voluntary and involuntary muscles; tendons. Muscles strengthened by exercise. Importance of good food and pure air for muscular development. Why athletes avoid the use of alcohol.

The Skin

The covering of the body; uses of inner and outer skin; proper care of cuts and wounds. Pores; perspiration; uses of perspiration; impurities. Care of the skin; bathing; care of the nails, hair and teeth. Clothing; for winter; for summer; frequent change. Injuries to the skin; treatment of frost-bites; injuries from fire; warts.

Digestion

Why; what; the saliva. The stomach; how food reaches the stomach; location, size, shape and action of the stomach; gastric juice. The intestines; liver; pancreas. How food is digested; food most easily digested; difficult of digestion; dyspepsia. Amount of food; how often to eat.

Circulation

Blood; its use; red and white corpuscles; plasma; use of each; pure and impure blood. Organs of circulation; heart, arteries, veins, capillaries; work of each; pulse; trace the circulation of the blood. Where the blood gets its food supply; its oxygen. Temperature. How to know blood from an artery; from a vein; how to stop bleeding; importance of cleansing wounds.

Cause of Fainting; the Nervous System

The brain; control of the body; convolutions of the brain; protection by the skull. The three duties of the brain. Importance of having brain in good working order. Need of exercise and recreation; dreams. How the brain forms habits; good and bad habits. Narcotics; effect upon the brain; a list of the chief narcotics and their dangers. The nerves connecting the body and brain; spinal cord; kinds of nerves; sensation and motion.

The Sense of Touch

Location; why we feel pain.

The Sense of Sight

The eye; its parts; protection and care of the eye; how to remove substances from the eye; bathing the eyes; should not wipe the eye with towels used by other people. Correct position in reading; proper light; near and far-sightedness; how remedied.

The Sense of Hearing

The ear; its care; causes of deafness.

Sense of Taste

What it tells us; cultivate tastes for wholesome food.

Sense of Smell

Its use.

The Voice

Influence of a pleasant tone; how we make sounds; the vocal cords; care of the voice; when the voice should be saved.

Emergencies

Treatment for stings and bites; for poisoning, burns, nosebleed, fainting, bruises, headache, colds, sore throat; how to remove foreign bodies from the ear, nose or throat. Sunstroke. Treatment of the drowned. How insects affect health; the housefly and the mosquito. Tuberculosis; how to prevent it.

Evil effects of the use of tobacco and cigarettes; alcohol; headache powders; patent medicines.

SIXTH GRADE

The key note of the work in physiology is health. In order that pupils understand the principles upon which the laws of hygiene are based, a knowledge of the body and of the functions and relations of its various parts is necessary. As a knowledge of structure and function is gained, simple rules of hygiene are formulated. The pupils are led to deduce the rules for themselves as far as possible.

A text-book is used in this grade, and charts, diagrams and pictures are used to supplement the text.

Food

Necessity: preserves bodily heat, creates energy, produces growth, repairs waste

Sources: animal, vegetable, mineral

Kinds: proteids, fats, carbo-hydrates, salts

Quantity and quality: individual needs; effect of age; season, climate, malnutrition

Cooking: purpose, methods, effects

Adulteration of foods

Harmful foods: diseased, tainted, unfit.

Emergencies: causes and remedies for choking, indigestion, vomiting; accidental poisoning

Drink

Water—pure, impure; uses; germs; method of purification; effect of lead pipes; mineral water.

Tea and coffe: effects; adulteration (Alcoholic drinks: effects upon digestion.)

Digestion

Organs: the mouth; the teeth, their structure, and care; the salivary glands, the saliva and its use; pharynx, epiglottis, esophagus; the stomach—location, structure, shape, gastric juice and its use; the liver—location and function; the bile; the intestines; absorption.

Hygiene

Importance of mastication, of eating slowly; effects of cold liquids while eating, of over eating, of violent exercise immediately before or after eating.

Temperance and Intemperance.

Proper and improper eating. The alcohol habit; its physical and mental effects.

The tobacco habit and its effects; the use and effects of cigarettes. Excretory organs.

The Skin

Kinds—epidermis and dermis; pigment and freckles; glands, sweat and sebaceous; perspiration and the care of the skin; hair, nails and their proper care; uses of the skin.

Hygiene

Importance of cleanliness; danger of sudden changes of temperature; danger of drafts; importance of keeping the feet warm and dry.

Kidneys

Form, size and structure; function; how to help them perform their work; danger from overwork and from cold; effects of alcohol.

The Skeleton

Parts; skull, trunk, limbs.

Bones; uses, composition, covering, shape, strength.

Joints; purpose of joints; kinds; how held together; cartilage; synovial membrance.

Emergencies; dislocation; broken bone.

Hygiene; necessity of proper food and exercise; proper and improper positions.

The Muscular System

Muscles; appearance, structure, shape: kinds and method of action; tendons and the uses of muscles.

Hygiene; sprains; effects of exercise; correct posture in sitting, standing and walking; value of outdoor games and exercises.

The Blood and its Circulation

The blood: its composition—corpuscles and plasma, the uses of each; kinds—arterial and venous; the uses of the blood.

Organs: the heart—its structure, action and function; arteries, capillaries and veins; their structure and function;

The circulation: to the lungs, through the body, purpose of each; changes in the blood; the pulse; temperature of the blood.

The lymphatics: spaces, tubes, and glands; the lymph and its work.

Emergencies; bleeding from nose, artery, vein; fainting, sunstroke.

Hygiene: effects of exercise on the heart; danger of over exercise; danger of sudden fright; danger of plunge in very cold water; danger of blow over heart.

The Respiratory System

The air passages: nostrils, pharynx, larynx, trachea, bronchial tubes; location, structure and use of each.
Lungs: location, structure, use.
Process of respiration; diaphragm, inspiration, expiration; composition of air; changes produced in the air.
The voice: larynx, vocal cords, epiglottis.
Diseases: croup, asthma, pleurisy
Hygiene: importance of deep breathing; value of deep breathing; breathing through the nose; breathing through the mouth; bad effects of tight clothing; precaution against taking cold.

Ventilation

Air: fresh and foul.
Manner of ventilating a room.
Care of sleeping room.
Dust: its influence on the lungs; medium of disease.
Emergencies: suffocation; drowning.
Diseases caused by different occupations.

SEVENTH GRADE

The teaching of pure physiology in the school room is by no means to be desired, but rather the awakening of intelligent interest in those principles of sanitary science which underlie a healthy life. With this knowledge should be correlated the recognition of family and civic duties and responsibilities. The teacher must strive to make pupils realize the importance of the subject, and to arouse in them a living interest in the ideals of healthy moral and physical surroundings.

When the pupil is old enough to make a formal study of any branch of hygiene, he should be taught with the same direct appeal to sense-experience that we insist upon in other branches of science, and only those portions of the study should be selected which are capable of practical treatment.

- The Nervous System
  - Structure of nerve tissue
  - Brain: size, weight, and form; cerebrum, cerebellum, medulla oblongata; function of each
  - Spinal cord: structure and function
  - Nerves: sensory, motor; messages and their speed
  - Habit: effect on character
  - Derangements: headaches and causes
  - Diseases: insanity, melancholia, delirium tremens
  - Hygiene: dreams; fatigue and rest; sleep
  - Narcotics: effects of morphine, opium, laudanum, and other narcotics
  - Effect of alcohol and of tobacco, especially upon the young
- The Special Senses
  - Sight: organs; structure and functions; normal sight; near and far sight; hygiene of the eyes. Testing eyesight
  - Hearing: organs; structure; functions. Defective hearing. Hygiene of the ear, removing wax, blows on ear, adenoids and their effect
  - Touch: organs; structure and functions
  - Taste: organs; structure and functions
  - Smell: organs; structure and functions
- Teeth
  - Function: structure; kinds; hygiene—tartar, decay, diseases, care, etc.
- Diseases
  - Bacteria; dangers in food, water, and air
  - Transmission of disease germs
  - Infectious diseases—cancer, leprosy, etc.

  - Contagious diseases—grippe, chickenpox, scarlet fever, measles, typhoid fever; diphtheria and antitoxin
- Effects of alcohol and of tobacco
- Effects of physical exercises
- Emergencies
  - Fainting, suffocation, bleeding, burns, sunstroke, drowning, poisons
- Public Sanitation
  - Food inspection, milk inspection, garbage; house fly and typhoid fever; mosquito and yellow fever
- For Investigation and Discussion
  - Function of government in the protection of health of citizens
  - Powers of Board of Health
  - The agency of insects, and of dogs and cats, rats and mice in spreading disease
  - Smallpox and vaccination: nature of dust
  - Adulteration of food; harmful food, diseased food, tainted, etc.
  - Care of food and of refrigerator. How water and milk are purified
  - System of ventilation in school buildings
  - Black Hole of Calcutta; fire damp; gases and odors from stoves and furnaces; effect of furs and mufflers. Exercise, value of recreation

Reference Books for Teachers and Pupils

Good Health	Gulick
Primer of Hygiene	Ritchie-Cadwell
How to Keep Well	Blaisdell
Child's Book of Health	Blaisdell
School Hygiene	Kotelmann
The Human Body	Martin
Life and Health	Hurty
Growth and Education	Tyler
First Aid to the Injured	Doty
Healthy Boyhood	Trewlny
Hygiene Physiology	Lincoln
The New Century Primer of Hygiene	Hall

Primary Lessons in Human Physiology and Hygiene	Baldwin
Good Health	Jewet
Graded Lessons in Physiology and Hygiene	Krohn
Sanitation in Daily Life	Richards
Industrial and Personal Hygiene	Koler
Principles of Sanitary Science and Public Health	Sedgwick

HISTORY

The moral aim in the study of history is to know human thought and feeling in their individual, social and political aspects and thus to help the pupil to adjust his own actions to their highest needs. We endeavor to teach the child to love honesty and nobility, in order that we may build and strengthen his character, and ultimately, that he may purify and elevate public life.

The right teaching of these subjects holds before the pupil deals of noble living. It encourages him to high aims in every walk of life. "The ideal is the real, but rid of contradictions, unfolding itself according to the laws of his own being, apart rom alien influences, and disturbance of chance."

The history and literature carefully selected, appeal to the feeling side of the child, and leaves him with a better insight into what people ought to be, and a deeper love for courage, courtesy and unselfishness.

The period of primitive culture, selected for the lower grades, is that representing the simplest modes of living. The child is not only interested in lower civilization, but from a higher plane, he works out the problems of primitive people, and thus sees the gradual development of the race.

The story of Hiawatha is especially adapted to the first grade. The child's only basis of relating new ideas, is through his experience. Through the simple life of Hiawatha, the child is brought into close touch, and he enters sympathetically into the feeling, thinking and doing of his hero.

The Tree Dwellers and Early Cave Men are full of experiences that parallel those of his own life. His imagination is active. He goes with them through all their hardships, appreciating their fear of the wild animals. He sympathizes with them when food is wanting. He rejoices with them in their first rude weapons. How proud he feels at their attempt at weaving; but upon their discovery of the uses of fire, his joy knows no bounds.

In this, as in any work of the school, if the thought is above the stage of development, the result is indifference on the child's part, and the work becomes purely mechanical. On the other hand, if the material be rightly chosen and rightly handled his conceptions become clearer and clearer, his experiences broader and more definite. It will open up to him a world of wonder and enjoyment, and, as in art and music, a world of beauty and pleasure.

NOTE—Careful study is given in all of the primary grades, but especially in the first and second grades, to holidays and special days. The work is taught through pictures, poems, stories and songs. This work funishes much material for seat expression, such as drawing, paper-cutting and clay-modeling.

FIRST GRADE

In the history work of this grade the home life of other peoples of varying degrees of civilization is contrasted with our own. Representative types are chosen to show the effect of different climatic conditions upon man. The Indian serves as an excellent type to connect primitive life with modern, and is studied through the story of Hiawatha.

This study of the home life of the different tribes or nations deals with the house, occupations, dress, food and customs as will be seen from the following outline of the work

The Indian

Country; conditions of life; forest; birds and animals

Indian's appearance; dress; ornaments

Home life: How houses were built; furniture; care of babies; games of children

Food: Where obtained. (Securing it by means of hunting, fishing, and simple farming). Story of the Maize

Hiawatha's childhood: his chickens; the bluebird and robin; their homes and "secrets." The firefly, rainbow, star comet, northern lights. His brothers; rabbit, squirrel and beaver; their homes and "secrets"

Lessons of kindness: why "these things" loved Hiawatha
Tools used by the Indian
Making the bow and arrow; why use ash for bow, oak for arrows
Killing of the deer; necessary for food and dress. The feast
Dishes of Hiawatha's time. Making of pottery
Mode of transportation. Story of Hiawatha's canoe
Picture writing

In the winter months, the conditions existing, prepare the children for the questions of the effect of cold upon environment. Attention is called to the destruction of plant life; the thickening of the fur of animals and the necessity for warmer clothing. These questions are used to introduce the children to a country where no vegetation exists, the home of the Eskimo. Here again the question of food, shelter, clothing and condition of living are discussed.

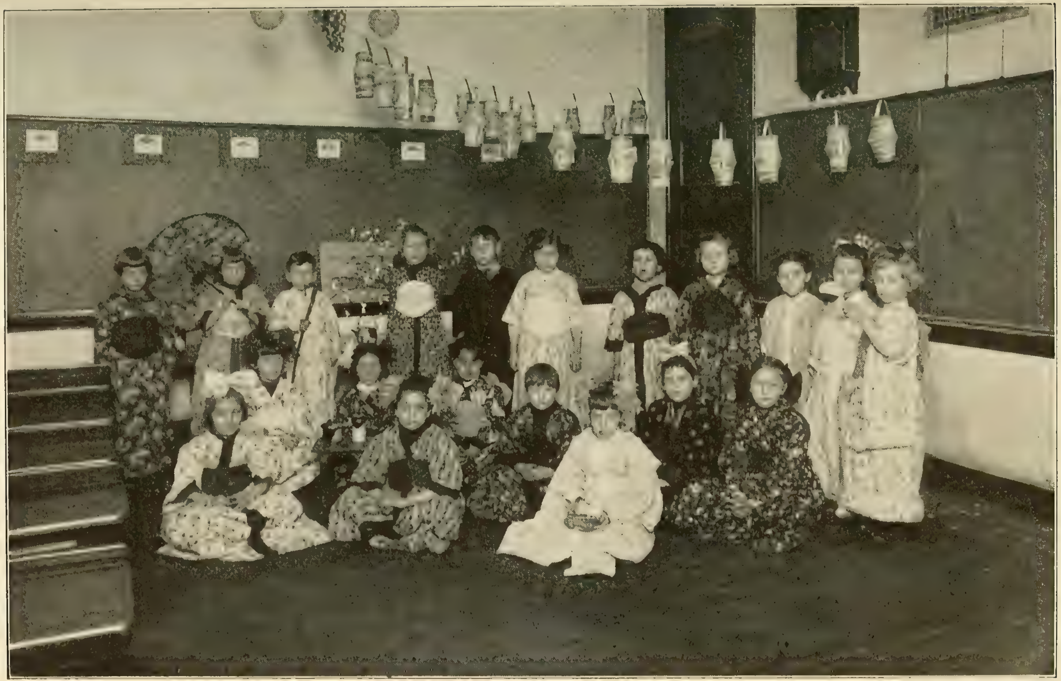
The Eskimo

Country; climate, vegetation
Homes: Material; how made; inside of igloo; stove, fuel; bed; how lighted; summer homes
Dress: Materials; why of fur; how made; needles and thread used in sewing
Food: Where obtained, weapons used
Animals: Uses to Eskimo. Which ones hunted on land and which ones in water. Their protection from the cold
What means of defence has each animal?
Transportation: Study of kayak; sledges
Eskimo games and plays

In the spring the Eskimo home is studied and contrasted with our homes.

The Japanese

Country; condition of life; people. Material for homes; differences in construction; sliding walls; reason for them
Furniture: Source of most all building materials in Japan
Characteristics: Cleanliness and extreme politeness
Food; how cooked; how served



"FOX BABY AND THE PRINCESS," DRAMATIZED BY FIRST-GRADE CHILDREN.

Dress: Materials; uses of sleeves of kimonos; shoes; custom of leaving them outside of houses

Japanese school: Manner of preparing lessons; books; writing.

Home duties and the play of little Japanese children contrasted with ours.

Festivals; "The Festival of Dolls;" "Feast of Banners;" "Feast of the Lanterns," and the Japanese New Year.

In the construction work, clay modeling, cutting, drawing and painting are used by the children in imitating the industrial life that comes within range of their experience.

Things to be made; (Indian) wigwam; canoe; cradle; clay dishes and clay beads.

(Eskimo) Igloo; kayak; sledge; stove; utensils, weapons. Seal, dog and bear modeled.

(Japanese) Lanterns; fans, kimonos, shoes, parasols and kites.

Literature

How Robin Got Her Red Breast; How Beaver Got Fire From Pines; Where the Chipmunk Got Black Stripes; How Brer Rabbit Lost His Long Bushy Tail; The Hunter Who Trapped the Sun; The Two Weasles; Nopi and the Famine; The Boy Who Became Chief; Thor and the Frost Giants; Apollo and Python; Ikwa; Cherry Blossom; The Princess and the Fox Baby; The Dream of the Golden Box.

References

Indian History for Young Folk	Drake
Indian Myths	Emerson
Hiawatha	Longfellow
Hints on Study of Hiawatha	Krackowiser
Children of the Wigwam	Chase
Legends of Red Children	Pratt
Children of the Cold	Schwatka
The Wide World	
Around the World	Carroll
Little Folk of Many Lands	Chance

Japanese Folk Stories	Nixon-Roulet
Indian Folk Stories	" "
Eskimo Stories	Smith
Northward over the Great Ice	Peary
History of Mankind	Ratzel
Story of Japan	Vanbergen
Ume San in Japan	McDonald and Dalrymple
Behind the Screens in Japan	Adam

SECOND GRADE

Primitive People studied through The Tree Dwellers, and Early Cave Men.

Tree Dwellers

AGE OF FEAR

How they lived
Sharptooth the first weaver
Made first cradle
Music

FIRE

How fire originated
Their conception of fire; a great Monster
Necessity of making friends with "The Monster"

FIRE CLAN

Effect upon the Tree Dwellers
Division of labor
This study leads the children to understand the growth of the race
Social life, family authority, significance of numbers, employment, customs, amusements
Needs of concentrated action and leadership.

Early Cave Men: Age of Combat

A CAVE

How the Fire Clan got a cave
Focus the attention upon the needs that called forth the simple mechanical inventions
Skins worn as trophies, developed into clothing for protection

USES OF FIRE

Means of defense
For cooking meat
Protection from cold

THE FLOOD

What it meant for the cave men

THE COUNCIL

Leads to clan organization
Beginning of social education
Beginning of race knowledge
First great step toward civilization
Invention of fire drill. Influence of one dominant soul over all the others.

HOME LIFE OF AB

Learns to tan skins, to make thread and needles, also sandstone vessels for cooking
Making of weapons
  Flint scraper, drill, spear head, ax
  Invents the bow and arrow
  Basket weaving

Lake Dwellers

Picture the country, mountains, valleys, plains, rivers, lakes
Points in favor of their location, safety, food supply, water
Their home: material, mode of construction
Enemies: Bear tribe
Tools: stone hammer, arrow head
Occupation
  Spinning, weaving, fishing, hunting, making pottery, agriculture
  Animals: sheep and goat
  Wealth: bronze.

Robinson Crusoe

Home life
The Shipwreck
The Island

Visit to the Ship.
Robinson's island life in its simple primitive condition
Building house, cooking, exploring the island
Pottery making, keeping diary, building boat, time keeping
Coming of Friday
  Importance of division of labor
  Return home

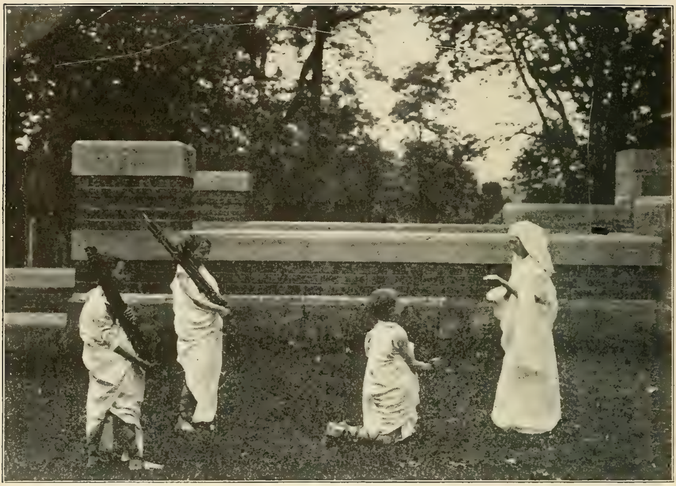
Let the children draw their own inferences as the result of disobedience.

In all the history work the children make representative things in drawing, painting, paper cutting and paper weaving, basketry and clay modeling, showing the industries and the arts of the people.

Make use of sandtable to represent the country.

References

Robinson Crusoe	McMurry and Husted
Robinson Crusoe	Baldwin
Robinson on His Island	Cowper
The Story of Ab	Waterloo
The Primitive Family in Its Orgin and Development	Starcke
The Place of Industries in Elementary Education	Dopp
Origin of Inventions	Mason
Report of Bureau of Ethnology 1884-5, Fire Making	Hough
Course of Study in History Literature	Rice
Organic Education	Scott
Ab, The Cave Man	Nida
The Tree Dwellers	Dopp
The Early Cave Men	Dopp
The Later Cave Men	Dopp
Lodrix, The Little Lake Dweller	Wiley and Edick
Woman's Share in Primitive Culture	Mason
First Steps in Human Progress	Starr
Prehistoric Man	Lubbock



A Roman Criminal meets a Vestal Virgin by accident, and thereby gains his freedom.

"Let me feed the fire, Bodo, while you go up into the tree and sleep." A scene from the "Tree Dwellers," dramatized out-of-doors.

THIRD GRADE

The children use no text in this grade, the developing method being used where it can be followed to advantage. Much data is reached through discussion; but whenever it seems better to tell the fact outright, that is done. Nowhere is it more important that the teacher feel the richness of her subject than in the teaching of history.

In all work in history, maps are freely used. Direction, location, effect of climatic conditions, etc. are noted.

Cliff Dwellers

Location

Canyons of Colorado, Rio Grande, Rio de Chelly.

Homes

Construction; by nature; by man

How materials were brought to the heights

Means of access

Reservoirs. Why necessary

Tools: hammers and axes of granite and flint. Weapons used in defense of homes; bows and arrows, stone axes.

People

Color; size; characteristics, peaceable, intelligent, industrious, artistic, temperate, deeply religious.

Ocupations

Agriculture carried on down near the water courses. There are evidences they understood irrigation.

Crops

Corn, wheat, beans, cotton, peaches after the Spanish invasion. Other occupations were basket weaving, pottery and carving in rocks—the petroglyphs.

Religion, ceremonials: The people are pantheistic, defying the great powers of nature, not however worshipping inanimate objects but the spirit back of them.

Study Kiras on temples which are underground ceremonial chambers where sacred rites are performed.

Elaborate ceremonials are the snake dance and the flute dance, both of which are prayers to the spirit of the clouds, the thunder and the lightning that rain may fall upon the growing crops.

Descendants of Cliff Dwellers.

NOTE—It is not known what caused the exodus of ancient cliff dwellers from their early homes, but recent explorations have shown that many homes were suddenly abandoned. Many of the Indians living in the Pueblos of the southwest—the Hopi and the Santa Clara Indians—claim descent from ancient cliff dwellers, but these are variants differing in many respects from the earlier types.

Greek History

Study of Pelasgians; homes, means of subsistence, weapons and tools.

Influence of Egyptians upon Greeks. Inachus; use of fire, and to build homes, use of bronze and iron tools. Cecrops; agriculture begun, wheat, olive trees, vineyards. Women began to weave and spin.

Influence of the Phoenicians. Cadmus and the legend of the founding of Thebes; commerce begun, navigation, alphabet brought to Greece.

Myths and legends belonging to early period of Greece. Deucalion daeda, his Jason and the Golden Fleece, Thesus and the Minotaur Hercules.

Paris: childhood and youth.

Trojan War: cause, Greek leaders, Agamemnon, Menelaus, Ajax, Nestor, Ulysses, Achilles. Siege of Troy; principal events occurring during siege. Study Trojan leaders, death of Hector, escape of Aeneas to found Rome. Story of Iliad thoroughly studied.

Odyssey: wanderings of Ulysses, land of the Lotus Eaters. Cyclops, Aeolus and the bag of the winds, Circe's palace, Sirens' Isle, Scylla and Charybdis, visit to Calypso, return to Ithaca. Ulysses and the great bow.

Study life of Homer.

Life in Sparta: training of boys and girls, the public tables, laws of Lycurgas.

Persian Invasion: Part Hippias had in interesting Darius in Greece. Leaders of Greek forces, Miltiades, Themistocles, Aristides, Battle of Marathon.

Invasion of Xerxes: Strength of Persian forces. Leoniadas at Thermopylae, burning of Athens, battles of Salamis and Platea.

Athens under Pericles: Public improvements, Parthenon. Motive of Pericles in giving Greeks this environment. Greatest period in Greek Art, in architecture, sculpture and histrionic art. Phidias, Sophocles, Aeschylus.

Socrates as a teacher; three most famous pupils, Plato Xenophon, Alcibiades.

Accusation and death of Socrates.

Retreat of the Ten Thousand under Xenophon.

Philip of Macedon: Where Philip was raised. Effect of this environment upon his later life. Philip's great ambition. His early conquests, Thrace, Olynthus, Thessaly. The antagonism of Demosthenes. Change in methods of fighting and its results. Macedonian phalanx.

Alexander: Events occurring the day of his birth which made Macedonians believe Alexander was born to greatness.

Alexander as a boy, his plays, his studies, story of Bucephalus, his studies under Aristotle, Alexander's generous recognition of his debt to Aristotle.

Alexander as a young man and as king. Under his father, Alexander at eighteen, commanded one wing of the army at Chaeronea, becomes king at twenty. Reconquers Thrace and Greece, then sets out to conquer Persia and all the known world. Alexander at Granicus; Gordium and story of Gordian Knot; at Cydnus and story of Alexander and his physician, Philip; march toward Egypt, founding of Alexandria; return from Egypt and pursuit of Darius. Alexander at Babylon and Susa, his intemperance and death.

Division and consequent weakening of realm of Alexander. Battle of Ipsus, after which kingdom was divided into four parts, Egypt, Persia, Thrace and Macedonia.

Demetrius at Athens.

Achaean League: Achaeans enter into treaty with Romans.

Aetolian League: War of the two leagues. Rome aids Sparta and Aetolians against Achaeans and Macedonians.

Greece becomes a Roman province.

References

The Prehistoric Ruin of Tsankawi.

Beam, National Geographical Magazine, Vol. XX

Frederick Monsen's articles, Pueblos of the Painted Desert, Primitive Folk of the Desert, Festivals of the Hopi, found in The Craftsman, Vol. XII. Pueblo Indians, Standard Nat. History.

Description of Pottery, Warner's Our Italy, Chap. XVI.

Antiquities of Jemez, Hewett.

Surprises of New Mexico, Chap. VI.

Lummis's Land of Poco Tiempo, Chap. III.

Strange Corners of our Country, and A Tramp Across the Continent. Indians of the Southwest, Doesey.

Lotami,Bayliss.

The work in Greek history is based largely upon Guerber's Story of the Greeks but many other books are used. Famous Men of Greece, Haaren and Poland.

Outline of Greek History, Morey; History of Greece, Botsford Ancient Athens, Gardner; Stoddard's Lectures, Vol. I. Travel ogues, Burton Holmes, Vol. III.; Classic Myths, Gayly; Myth of Greece and Rome, Guerber.

Story of Troy, Clarke; Story of Ulysses, Clarke; Story of Ancient Greeks, Shawe.

As aids to this study, the Perry Pictures, the Brown Pictures as well as the pictures hanging in studio, halls and class rooms of the State Normal College are studied.

FOURTH GRADE

Hebrew Life

There are few stories which are more intensely interesting than those that have come down to us from antiquity through the medium of the Hebrew Scriptures.

The history of the Hebrew has been so generally and so exclusively employed for the purpose of imparting religious instruction, that its purely literary qualities and historical values have not always received much merit.

It is our purpose to teach briefly the history of the origin of the Hebrew race, and of the chief events connected with the life of that people down to the birth of Christ.

Study the life of the Hebrew with reference to food and clothing; houses and furniture; modes of travel and communication; occupation; amusements; education; religion; government.

Children should become familiar with the following stories: Adam and Eve; Abraham; Joseph; Moses; Ruth; Saul; David; Solomon; Daniel; Jesus.

Roman History

There is little that is of more practical value to the young folk of today than the history of Rome. Many of the difficulties and advantages of the Roman Republic are akin to those of our own American Republic.

As the Romans were the people who received the Greek knowledge, added to it, and carried it to what is now France, England, Spain, and Germany, from which the discoverers and colonizers of our country came, they may be considered as one of the makers of America.

Begin with the early tribe of Romans on the banks of the Tiber and carefully trace their history in conquering and organizing all the lands about the Mediterranean and Western Europe, into a nation whose government ruled the world. Follow this with the decline of the Roman Empire and the adoption of Christianity under the rule of Constantine in the beginning of the fourth century.

As introductory to Roman History teach the story of Æneas from the leaving of burning Troy to the landing on the banks of the Tiber.

The story of Romulus and Remus should be carefully given from the birth of the twins to the founding of Rome by Romulus in 753 B. C.

Teach the geography of Italy; location of Rome; seven hills; plains; the Tiber.

Roman history is divided into three periods:

Rome as a Kingdom.
Rome as a Republic.
Rome as an Empire.

Rome as a Kingdom:

This period extends from the reign of Romulus to the expulsion of Tarquin the Proud.

Take up the reign of each of the seven kings giving most important facts.

Manner of founding Rome; ways of getting people to come to Rome to live; laws; temples; streets; roads; aqueducts; classes of people; public buildings; Forum; Circus Maximus; government; calendar; census.

Rome as a Republic:

This period extends from the expulsion of the kings to the establishment of the empire under Augustus Cæsar.

Tarquin's efforts to regain the throne; aid of Lars Porsena; story of Horatius; at the Bridge; bravery of Mucius; battle of Lake Regillus; story of Castor and Pollux.

Form of government; officers; duties.

Grievances of Plebeians; character of Plebeians; treatment by Patricians; first and second secession; fable of the stomach; establishment of tribunes.

In struggle with neighboring tribes teach the story of Camillus, Coriolanus, and Cincinnatus. The victories gained by these men, together with the capture of Tarentum and the land gained by the Samnite Wars made Rome master of all the Italian Peninsula.

Written Laws: Need of them; how published; effect on Plebeians; effect on development of law.

Amusements: Games; races; circus; theater; amphitheater; banquets; baths.

Religion: Gods and goddesses; Vestal Virgins; augurs; priests; temples; holidays; processions.

Education: Physical; mental; for citizenship.

Home: Plan of house; furniture; utensils; meals; hospitality.

Period of Conquest: How Rome conquers Carthage; mode of warfare; first navy; Regulus; Hannibal; Scipio; conquest of Sicily and other Mediterranean countries.

Trouble Within the Republics: Story of the Gracchi; rise of Marius; Sulla; Pompey the Great.

Julius Cæsar: Ambition; power; conquests; character; what he did for Rome; what he did for the world.

Rome as an Empire:

Reign of Augustus; age of literature; birth of Christ; beginning of a new era.

Rest of Twelve Cæsars: Persecutions of Christians; suffering under Nero catacombs.

Five Good Emperors: Nerva; Trajan; Hadrian; Antoninus; Marcus Aurelius.

Decline and Fall of Empire: Divided under Diocletian; united under Constantine; fell under Romulus Augustulus A. D. 476.

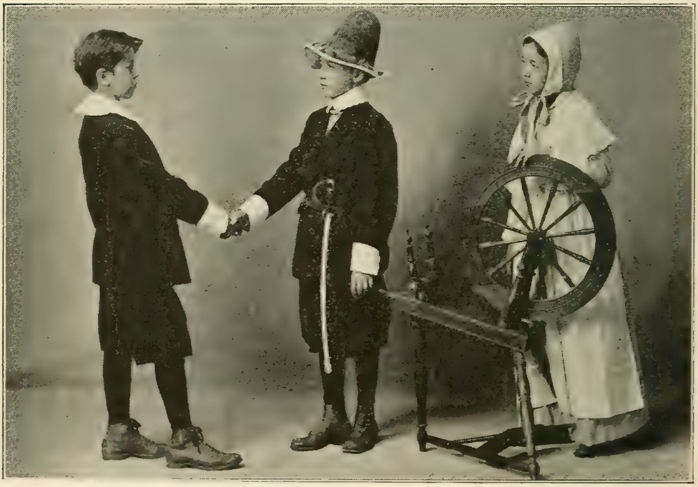
References

The Story of the Chosen People	Guerber
Stories of Ancient People	Arnold
Old Stories of the East	Baldwin
Old Testament Narratives	Sheffield
Bible Stories	Hadley
Old Testament Stories	Riverside Series
Old Testament	Bible
The Story of the Romans	Guerber
Horatius at the Bridge	Macaulay
The Story of the Roman People	Tappan
Stories of Old Rome	Pratt
Ten Boys	Andrews
Little Arthur's History of Rome	Butterworth
Outlines of Roman History	Morey
Outlines of Roman History	Newton and Treat
The City of Seven Hills	Harding
Bible Dictionary	Smith
The Common People of Ancient Rome	Abbott
Stories of the Olden Times	Johonnot
After School Library	
The New Student's Reference Works	

FIFTH GRADE

History is introduced into this grade by means of biography. Strong types are chosen for this purpose. They represent the

"Julia, these are my jewels." "How you shame my vanity, noble Cornelia." A scene from "Cornelia's Jewels," by fourth-grade pupils, in connection with Roman History.



"Let all be forgotten between us,—All, save the dear old friendship, and that shall grow older and dearer." A scene from "The Courtship of Miles Standish;" dramatized by fifth-grade pupils.

most important builders of our country from the year 1000 to the beginning of the American Revolution. Each character receives attention in proportion to the reach of his influence.

These lessons present the environment of these men, their aims, their hardships and enjoyments, their efforts to overcome difficulties, the results of these efforts and their influence upon the making of history.

Since History stories are full of problems which may stimulate the thinking power, these are presented orally, chiefly by means of development questions; the pupils are required to think the results of various conditions presented to them. The teacher should also make use of narration, descriptions and readings from books; maps, blackboard sketches, pictures and other illustrative material. Pupils are often required to reproduce these stories from an outline previously developed. These outlines may serve for written compositions in language.

A distinct outline should serve as a basis for a thorough handling of the story. The following is used as an illustration:

Christopher Columbus:

Results of Marco Polo's travels.
Trade with the far East.
Articles of trade.
Genoa and Venice, important trade centers.
Trade routes of each.
Capture of Constantinople by the Turks.
Genoa's route prevented.
Necessity for a new route.
Interest of other countries.
Early life of Columbus.
Education; fours years at University of Pavia.
Explorations as a sailor.
Beliefs of the majority of the people as to the shape and size of the earth.
    Belief of Columbus; advice of Toscanelli.
    Influence of Polo's Book.
    Columbus's plan to reach India by sailing west.

HIS COURAGE AND PERSEVERENCE
    Seeking aid from Genoa, Venice, Portugal and Spain.

Long wait in Spain; aid given by Queen Isabella.
First voyage; preparations; type of sailors.
Ships; size, number and appearance.
Length of voyage; meeting of sailors.
Land discovered; San Salvador.
Return to Spain; his reception.

HIS DISAPPOINTMENTS

Second voyage; colony on Haiti.
Failure to find riches; faith of Queen Isabella.
Return to Spain; reception.
Third voyage; discovery of South America.
Treatment by colonists; return in chains.
Last voyage; sufferings on Panama.
Returns broken-hearted; sickness and death.

RESULTS OF HIS EXPLORATIONS.

What he did for Spain, Europe; America.

The other characters in our history are outlined and taugh; in a similar manner.

The Northmen: Lief The Lucky; Eric The Red; Biarni; Thorvald; Karlsefin.

Marco Polo: The adventures of Nicolo and Maffeo Polo Marco Polo in China; return to Venice; his book.

The Spanish conquest and explorations: Balboa; Ponce de Leon; Magellan; Hernandos de Soto; Cartez; Pizarro.

The early English explorers: John and Sebastian Cabot; Sir Francis Drake and Sir John Hawkins; Sir Walter Raleigh and Sir Humphrey Gilbert. The French explorers: Verrazani; Cartier; Ribaut; Champlain; Joliet and Marquette; LaSalle and Tonty.

Dutch explorations: Henry Hudson; the Dutch in America; settlement of New York.

Early Colonial History: Captain John Smith and Pocahontas; Settlement of Jamestown; the Indians; Nathanial Bacon; Myles Standish and the Pilgrims; Plymouth. Governor Winthrop and the Puritans; Boston; Roger Williams; Providence.; King Philips War; Lord Baltimore; Maryland; William Penn; the Quakers; Pennsylvania; General James Oglethorpe; Georgia.

Benjamin Franklin: Early life; Franklin the citizen.
Abraham Lincoln: Early life; lifework.
The expedition of Louis and Clark.

References:

Builders of Our Country, Books I and II	Southworth
The Life of Columbus	Lamartine
The Conquest of Mexico and Peru	Prescott
First Book in American History	Eggleston
Explorers and Founders of America	Foote and Skinner
Children's Stories in American History	Wright
First Lesson in U. S. History	Channaing
Primary History of United States	McMaster
Stories of American History	Blaisdell
Beginners' American History	Evans
Beginners' History	Montgomery
Pioneers on Land and Sea	McMurry
Pioneers of Mississippi Valley	McMurry
The Discovery of the Old Northwest	Baldwin
Heroes of the Middle West	Catherwood
Four American Explorers	Kingsley
Indians and Pioneers	Hazard & Dutton
Four Great Americans	Baldwin
Story of the Thirteen Colonies	Guerber
Richard of Jamestown	Otis
Mary of Plymouth	"
Ruth of Boston	"
Peter of New Amsterdam	"
Calvert of Maryland	"
Stephen of Philadelphia	"
Autobiography	Franklin
Life of Lincoln	Baldwin
Words of Lincoln	Thomas
Lewis and Clark	Lighton

SIXTH GRADE

The immediate purpose of history at this time is to create an interest in historical characters. At this stage of the child's development his interest centers in real historical figures.

Admiration for what is heroic is a powerful formative influence. The life of the child grows to what it studies and admires.

Through the study of central historic figures the child gains abundant material out of which the imagination may contract pictures of historical events. He learns to appreciate the worth of moral courage, self-reliance, patriotism, self-sacrifice and perseverance. His judgment is trained in showing that effects follow certain causes and that men's thoughts and feelings may be judged by their acts.

The child is introduced to each character through the story as told by the teacher, and much depends upon the manner of the telling.

Ample time is given to the development of each life. One or two lessons may be enough for the less important characters; but a series of lessons is given in the presentation of the greatest Americans. Whenever possible the pupil is given an opportunity to exercise his own imagination and judgment in drawing inferences, in solving historical problems, and in comparison of historical persons and events.

Geography, or the place relation, now comes into view and the stories are reinforced by the use of maps and by map drawing.

The careful working out of the story is followed by its oral reproduction by the children. The story is then outlined on the board. The children are encouraged to help in this work and before the end of the year are able, with very little help, to complete simple outlines. These outlines are used for oral reviews and for written reproductions.

Selections from suitable texts and references for collateral reading are given from time to time. These assignments are very definite. Poems of historical significance are read and a few of the choicest memorized. The collecting of pictures and of historical post-cards is encouraged.

The characters are so chosen that the chief events of American history are included and their chronological relationship made clear.

The characters studied are: Patrick Henry, Samuel Adams, George Washington, Phillip Schuyler, Nathaniel Green, Paul

Jones, Lafayette, Alexander Hamilton, Thomas Jefferson, Daniel Boone, Eli Whitney, Robert Fulton, George Stephenson, Oliver H. Perry, Thomas McDonough, Andrew Jackson, Henry Clay, Daniel Webster, Dewitt Clinton, S. F. B. Morse, with Cyrus Field, Marconi and Alexander Bell, Abraham Lincoln, U. S. Grant, Robert E. Lee, David G. Farragut, Cyrus McCormick, Clara Barton, George Dewey, Thomas A. Edison.

Outlines similar to the following are used:

Thomas Jefferson

- Introduction
  - His parents, birth and social position
- Boyhood; Home life, early education
- Young manhood
  - College life, industry
  - Clear thinking and forceful expression
  - Acquaintance with Patrick Henry
  - Member of Virginia House of Burgesses
  - Delegate to Second Continental Congress
- The Continental Congress
  - Why Americans were angry with King George
- Declaration of Independence
  - The resolution, the committee
  - Writing the Declaration of Independence
  - Signing the Declaration
  - How the Declaration was received
- Jefferson's Home
  - Monticello, hospitality and politeness
- Jefferson's Work in Virginia
  - Changing law of entail
  - Repealing tax for support of the Established Church
  - Founding the University of Virginia
- Public Positions
  - Governor of Virginia
  - Envoy to France; what the French thought of him
  - Secretary of State; President
- President of United States
  - Simplicity
  - President two terms

  - Purchase of Louisiana Territory
  - Extent, cost, importance to the United States
  - Lewis and Clark expedition
- Return to Monticello
  - Peaceful years at home
- Jefferson's and Adam's death on the fiftieth anniversary of the Declaration of Independence
- Conclusion
  - Important events in the life of Jefferson
  - Characteristics
    - Studious and scholarly
    - Noble in thought and deed
    - Lover of freedom; thought slaves should be free
    - Kind, polite, hospitable
    - Statesman and diplomat
- Map Work
  - Locate Charlottsville, Williamsburg, Philadelphia, Paris; sketch map of United States, trace original territory and territory after Louisiana Purchase; trace Lewis and Clark's Expedition
- Comparisons
  - Jefferson and Patrick Henry
  - Washington and Jefferson
  - Jefferson and Samuel Adams
  - Triumphs of peace and war
- Problems
  - What was best for the Americans to do when the king was treating them so badly?
  - Why was Jefferson chosen to write the Declaration?
  - How would the Declaration be received by the people?
  - Why do we celebrate the fourth of July?
  - Why was it important for the United States to own the Louisiana Territory?
  - What would have to be done on an expedition like that of Lewis and Clark's?

NOTE—Problems are given the children during the development of a character and their conclusions compared with historical facts.

References

Stories of the Old Dominion	Cook
Century Book of Famous Americans	Brooks
Century Book of the Revolution	Brooks
Stories of the Old Bay State	Brooks
Hero Stories from American History	Blaisdell and Ball
Life of Washington	Irving
Four American Naval Heroes	Beebe
Children's Stories of American Progress	Wright
Four American Patriots	Burton
Four American Pioneers	Perry and Beebe
American Inventions and Inventors	Mowry
Home Life in Colonial Days	Earl
Naval War of 1812	Roosevelt
Four Great Americans	Baldwin
True Story of U. S. Grant	Brooks
Builders of Our Country, Book II	Southworth

SEVENTH GRADE

Dr. Harris has said, "History is a window of the soul, that looks out upon the deeds of the race. It shows man engaged in the work of revealing what is essential in his inward nature and what he makes real in his institutions—the family, civil society, the state, the church."

The study of our own national history is first in order, but it cannot be carried very far without involving us in the great European movements that led to the discovery and colonization of America.

The broad aspect of history cannot be effectively taught in the grammar school. History must be adapted to the power of the child. The mistake of regarding the child as an adult is a source of great waste in the teaching of many subjects, and especially is this true of history. While one's own country should, of course, be most prominent in the study of history, yet abundant use should be made of well chosen material from the countries which have contributed to our present civilization.

American history was closely related to European history until the beginning of the last century.

The number of dates learned should be small. The dates of the principal events should be learned, but the order and continuity of important events is more important than the exact dates.

The following work in history is covered in the seventh grade:

Subject Matter—For the first half year—English history. For the second half-year—American history to the close of the revolution.
The Britons; Invasions by Julius Ceasar
Introduction of Christianity
The Danish Invasions; Alfred the Great
Norman Conquest—Life, customs, civilization, etc.
Thomas a Becket, Richard the First, Crusades
King John—Great Charter
Joan of Arc —The Black Death
Caxton and the printing press
The Cabots, Raleigh, Drake, etc.
Queen Elizabeth and her reign—Shakespeare
The Puritans and Pilgrims, Oliver Cromwell, etc.
Queen Victoria, Gladstone, and modern England
United States History
Periods of Discovery, Exploration, Colonization, Revolution, and Formation of the Union
Period of Discovery and Exploration
  Knowledge of the earth in 1492
  How the Atlantic Ocean was regarded
  Boyhood and Story of Columbus
  Rivalry of Genoa and Venice
  Motives of Columbus
  The voyage and discovery
  Significance of the name "West Indies"
  Death of Columbus
  Voyages of the Cabots (Importance)
    Magellan, Ponce de Leon, De Soto,
    Drake, Raleigh, Cartier, Champlain,
    La Salle and Marquette

- French motives of discovery
- Story of Hudson
- Early people found here—Indians

Period of Settlement or Colonization

Study the thirteen colonies in a way similar to the following outlines:

- Virginia
  - Cause of settlement and date
  - Character of the colonists; their aims
  - The community idea (Lessons taught)
  - The difficulties
  - Compare with the Pilgrims
  - Captain John Smith
  - Governor Dale
  - Products of Virginia
  - Introduction of slavery
  - Year 1619—Events of importance
  - Berkeley's administration
  - Navigation laws
  - Bacon's Rebellion
- Massachusetts
  - Pilgrims in England
  - Pilgrims in Holland
  - Voyage of Mayflower
  - Landing at Plymouth
  - Governor Bradford
  - Roger Williams
  - Founding of Harvard University
  - John Eliot and the Indians
  - Rule of Andros
  - The New England Confederacy
- New York
  - Significance of the name
  - Story of Hudson
  - Settlement of Manhattan
  - Dutch governors
  - Capture of New Amsterdam by English

- Pennsylvania:
  - The Quakers in England
  - Chas. II gift to Wm. Penn
  - Founding of Philadelphia
  - Penn's "Great Laws"
  - Treaty with the Indians
  - Growth of Philadelphia
  - Prosperity of Colony
- Struggle between France and England in America
  - England wanted land for immediate settlement
  - France for remote settlement
  - Capture of Louisburg
  - Line of French forts
  - General Braddock's expedition
  - The Acadians; "Evangeline"
  - Capture of Fort Duquesne (Wm. Pitt.)
  - Capture of Quebec
  - Indians in War
  - Results of War
  - Compare territories of English, French, Spanish
- Life in the colonies before the revolution

Period of Revolution

- Causes of the Revolution
  - King of England and his ambition in America
  - Struggle in England over taxation and representation
  - England's colonial policy
  - Enforcement of navigation laws
  - Taxation without representation
  - Writs of assistance
  - Stamp Act
  - Boston Massacre and Boston Tea Party
  - Boston Port Bill
  - Military Gov. of Mass.
  - Patriotism of Samuel Adams and Patrick Henry
  - First Continental Congress
- The War Itself
  - Relative strength of English and Americans
  - Concord and Lexington

Appointment of Washington
Bunker Hill
Acts of the King which led to Independence
  Proclamation declaring Americans rebels
  Closing all the American ports
  Employment of 17,000 Hessians
Attempt to conquer Canada
Evacuation of Boston
Declaration of Independence. Date
Campaign about New York
Washington's retreat across New Jersey
Dark period
Victory at Trenton
Service of Robert Morris
British plan to cut New England from colonies
  Burgoyne to advance from Canada
  St. Leger from Lake Ontario
  Howe to go up the Hudson
Battle of Saratoga. Importance and date
Aid from France
Coming of Lafayette
Capture of Philadelphia
Winter at Valley Forge
Lack of Navy—Paul Jones
War changed to South
Greene and Cornwallis
Clark's conquest of the Northwest
Cornwallis at Yorktown
Location of Yorktown
Surrender at Yorktown. Date.
Treaty of Peace. Date.
Terms of Treaty
Washington's action in reference to army
Lack of union. Dark times
Commercial war between States
Tne Constitutional Convention
Services of Alex. Hamilton
Date of the adoption of Constitution

EIGHTH GRADE

No other school subject, save possibly certain forms of literature, comes so near real life as history. It lifts one out of the dull routine of life, it enlarges one's ideas by looking at stages of civilization different from the present, and it widens charity by presenting a panorama of forgotten beliefs and endeavors.

The object of the instruction in the eighth grade may be:

To train judgment in showing that effects follow certain causes, and to teach certain truths of government.

To teach that we are the inheritors of the work and the hard work of our fathers.

To develop some appreciation of the worth of moral courage, self-sacrifice, patriotism, self-reliance and perseverance.

The recitation should not only test the memory of the pupils, but it should afford opportunity for discussion of the topics or facts of the lesson. As an outcome of the varied reading in the preparation of a lesson, should be the idea that there may be a difference of opinion and that no single book is a final authority.

Prof. McMaster has said: "We should distinctly understand that the lives and deeds of the heroes of war do not comprise, but are comprised in the history of the United States. The thing to be impressed on every American is, that the great inventions and discoveries of the Nineteenth Century have bettered the condition of civilized man everywhere. The motive of discovery, its effects, and the profound and lasting influence the European settlers have had on our later history are very important.

In such a brief tabulation as the following, only the marked lines of development can be noted. The detail must give life and action to what otherwise is a flat and uninteresting enumeration of facts.

United States History:

Do not set off the events of each administration by themselves. Many events have no relation whatever to the administration in power.

National Period beginning with Washington's Administration

- Election of Washington
  - How are presidents elected now ?
  - The inauguration
  - His cabinet. What is a cabinet?
  - Hamilton's financial measures
  - First census
  - The proclamation of neutrality
  - Emigration to the west
  - Whitney's invention of cotton-gin
  - Whiskey rebellion
- Election of Adams
  - Alien and Sedition Laws
- Election of Jefferson
  - New captial
  - Change of political parties
  - Purchase of Louisiana
  - Lewis and Clark's expedition
  - Fulton and the steamboat
  - Influence of the steamboat
- Election of Madison
  - Trouble with England and France
  - Battle of Tippecanoe
  - Causes of the War of 1812
  - Victories at sea. Perry's victory
  - Burning of Washington
  - "The Star Spangled Banner"
  - Victory of Jackson at New Orleans
  - Results of the war
- Election of Monroe
  - State of slavery in the North
  - State of slavery in the South
  - Why the North opposed slavery west of the Mississippi and why the South favored it
  - Missouri Compromise
  - Monroe Doctrine
- Election of John Quincy Adams
  - Building of Erie Canal
  - Construction of first railroads

  - Death of Adams and Jefferson
- Election of Jackson
  - The Spoils System
  - Feeling in the North about slavery
  - South Carolina and the tariff
  - Calhoun, Webster, and Hayne
  - Settlement of Chicago
  - The Mormons
  - Annexation of Texas, Mexican War
  - Discovery of gold and its results
  - Compromise of 1850
  - "Uncle Tom's Cabin"
  - Kansas Nebraska Act
- Election of Buchanan
  - Dred Scott decision, Discovery of petroleum and John Brown's raid
- Election of Lincoln
  - His inaugural statements
  - Why called a Civil War or a Rebellion
  - Capture of Fort Sumter—Seceded States
  - Conditions of North and South—Position of armies
  - Union plan of war
  - War on the sea — Opening of the Mississippi important
  - The Peninsular campaign
  - Emancipation Proclamation
  - Battle of Gettysburg
  - Grant made commander-in-chief
  - Double plan under Grant and Sherman
  - Sheridan's raid and Sherman's March to the Sea
  - Capture of Richmond, Surrender of Lee
  - Assassination of Lincoln. Date
  - Johnson's accession to the presidency
  - Effect of war on the country—Results of war
  - Conditions of the negro
  - Impeachment of the President
  - Purchase of Alaska
- Election of Grant
  - Pacific Railroad, Chicago fire, Invention of typewriters, The telephone, Electric light

- Assassination of Garfield. Civil service reform
- Elections of Cleveland and Harrison
  - Australian ballot, Worlds Fair
  - Congressional Library, Annexation of Hawaii
  - War with Spain—Results of war
  - Growth of cities and states
- Assassination of McKinley
- Roosevelt as President
  - Growth of schools and colleges
  - Building of the Panama Canal
- Election of Taft and the principal events of his administration.
- Election of Wilson
- Current events of world-wide interest should be discussed at the opening exercises.

Civics

The State—history, the legislature, two houses, number of members, election, etc., executive department, officers, powers and duties; Judicial department, courts, Judges, etc.

The United States Government—the constitution: Congress, number of members, election of members, powers of congress, etc., the president, his election, qualifications, powers and duties, his cabinet; Judicial department, courts and judges and their functions.

Important current events that may be of interest to the pupils, should be taught.

References

Guide to American History	Channing and Hart
The Colonies	R. G. Thwaites
Formation of the Union	A. B. Hart
History of the United States	E. Channing
Students' American History	Montgomery
History of the United States	Elson
The Beginnings of New England	John Fiske
The Critical Period of American History	John Fiske
Life of Hamilton	John T. Morse

Thomas Jefferson	John T. Morse
Life of Seward	Frederick Bancroft
History of England	Terry
History of the English People	Green
Home Life in Colonial Days	Alice Morse Earle
The Sabbath in Puritan New England	Alice Morse Earle
Customs and Fashions in Old New England	Alice Morse Earle

LANGUAGE AND LITERATURE

"The artist in words is the greatest of all artists."—Hinsdale

Language in the elementary schools is so closely related to all other studies, history, literature, nature study, art, reading. writing and spelling, as to become a part of each lesson.

Proficiency in the use of good English is acquired only by daily, incessant practice; therefore much attention is given to oral language throughout this entire course. The ability to express thought in clear, concise, elegant language is an evidence of culture and an accomplishment of rare value; one to be sought for; a goal to be ever set before children.

We recognize the fact that thought and expression cannot be separated, so all forms of expression, speech, writing, handwork, drawing, painting and music must be properly associated with their thought relations.

There is nothing that so appeals to the feelings and emotions of the child as literature, and for this reason a large part of the work is based on the best in story, poem and song.

In the first and second grades the simpler poems and studies, those which come in closest contact with childish experiences, are used. This work is gradually made stronger as grades advance.

'To keep close to the heart of a child, and to encourage the expression of his vital thoughts and feelings is real language teaching."—Cooley.

Two chief aims must be ever kept before us: (a) The enlargement and enrichment of the thought power of the child; (b) the development and refinement of his power of expression both oral and written. "Drill in fluent, correct and refined English should begin for each pupil the day he enters school and should be the last thing done for him when he leaves the university."—Roark.

FIRST GRADE

The language of this grade is largely oral. The main purpose is to get freedom and clearness of expression. The young child is often unable to express himself freely because he lacks the vocabulary necessary to do so. On account of the imitative nature of children new words and phrases are acquired unconsciously through the stories and literature given them at this age.

The following is an outline of the work given in the first year·

Conversation lessons, by means of which the child is lead to talk freely and accurately, to be coherent, and to form careful habits in his observation and thought.

Oral reproduction of short stories.

Dramatization of stories, poems, songs or reading lessons.

Many of our stories are taken from Grimm's Fairy Tales as they possess unusual ethical value. Kindness to animals is impressed through such stories as, "Queen Bee," "Rose Red and Snow White," and "The Frog Prince." Obedience, and the right relations with parents, brothers and sisters, is brought out in "Little Red Riding Hood," "Beauty and the Beast," and "The Three Brothers."

Study of pictures: In connection with the language work we seek to interest the children in some of the world's great pictures and the artists who painted them. Jean Francois Millet is especially interesting to young children and the following of his pictures are studied: "The First Step," "Feeding Her Hens," "Feeding Her Birds," "The Knitting Lesson," "The Shepherdess," and "The Angelus."

Original sentences, both oral and written.

Polite forms of asking and answering questions, of addressing elders, of calling telephone connection.

Use of periods, interrogation point, and comma after yes, and no.

Abbreviations Mr. and Mrs.

Memory gems, imaginary pictures, bird, animal and flower studies.

Since the child learns so many things of deep educational value through games, a great many are planned in connection with the work in language. The necessary drill in the usage of correct forms of speech, especially those forms so frequently used incorrectly, is given through pleasant and attractive games in which the children are actively interested.

List of Stories and Poems for First Grade

STORIES

Peter Paul and Espen	Norwegian Fairy Tales
The Three Bears	Southey
The Three Little Pigs	Adapted
The Elves and the Shoemaker	Grimm
The Ugly Duckling	Grimm
Rumpel-Stilts-Kin	Grimm
The Dog and His Shadow	Aesop
The Dove and the Ant	Aesop
The Ant and the Grasshopper	Aesop
Goody Two Shoes	Retold by Poulsson
The Little Hero of Haarlem	(Childs' World)
Moufflou	Adapted by Smith
The Flox	Andersen
Tom the Water Baby	Wiltse
Little Deeds of Kindness	Poulsson
Odysseus, the Bag of Wind	Selected
The Snowflakes	Wiltse
Mrs. Chinchilla	Wiggin
The Fir Tree	Andersen

POEMS

Lady Moon	Whittier
The Land of Nod	Stevenson
The Child and the World	Wiggin
The Dandelion	Longfellow
Child and Mother	Field
The Rock-a-by Lady	Field
The Snowbird	Sherman
Little Blue Pigeon	Field
The Little Plant	Brown
The Constant Dove	Thaxter
The Four Winds (Hiawatha)	Longfellow

Pussy Willow	Brown
What Does Little Birdie Say?	Tennyson
The Tree	Björnsterne Björnsen
What Robin Told	Anon.
What a Bird Taught	Alice Cary

These, and many shorter memory gems that have been adapted, are taught.

The same literature is not given every year but varies as the needs of a class demand. Some children are more advanced in their powers of understanding and appreciation than others even of the same grade.

References

Grimm's Fairy Tales	Wiltse
Fables and Folk Stories	Scudder
In the Child's World	Poulsson
Boston Collection	Hammett
Stories to Tell Children	Bryant
How to Tell Stories to Children	Bryant
Mother Stories	Lindsay
More Mother Stories	Lindsay
For the Children's Hour	Bailey and Lewis
The Golden Windows	Richards
In Storyland	Harrison
Poetry for Children	Eliot
Child Life in Verse	Whittier
Child Lyrics	Sherman
When Life is Young	Dodge
Stories of Great Artists	Horne and Scobly
Millet	Hurll
Language Games	King
Sense-Training Games	Mount
One Hundred and Fifty Games	Anon.
Children's Singing Games	Hofer
Games, Seat Work and Sense Training Exercises,	Holton

SECOND GRADE

Oral

Pupils should be encouraged to talk freely of things in which they are interested.

Conversational lessons suggested by the nature study, history, pictures and games, furnish much material for original stories.

This oral work should be done systematically so that sequence will follow sequence.

Stories

The ability to tell a story is developed by the reproduction of stories.

Attention is given to the correct forms of speech, but not at the expense of the content.

Dramatization

Dramatization is a source of great enjoyment and profit. Just as much of it should be given as the program will possibly admit.

Artists

Believing that in order to create an atmosphere of refinement and good taste, and thus inspire the children with the love of the true and the beautiful, we think that no school can be complete without some good pictures.

Through the study of these pictures we connect the artists and their lives.

The artists for this grade are Sir Edwin Landseer and Rosa Bonheur.

We begin the study of Landseer by learning many interesting things of his early life, dwelling upon his home and family, tracing his growth as an artist from his first finished picture, The Donkey's Head, at the age of five.

We also include in our study

Saved
Nut Crackers
Sleeping Bloodhound
Shoeing The Horse
The Monarch of the Glen
A Distinguished Member of The Humane Society.

The study of Rosa Bonheur is taken in the same way.

We give careful attention to
The Horse Fair
Oxen Plowing

Poets

In connection with the biography of Robert Louis Stevenson and Eugene Field we memorize a number of their poems.

From A Child's Garden of Verses
- The Swing
- Bed in Summer
- A Good Boy
- My Shadow
- Farewell to the Farm
- The Wind
- Winter-Time
- The Land of Story Books
- The Land of Counterpane
- My Bed is a Boat

From the Eugene Field Book, the following poems are used:
- Little Boy Blue
- Wynken, Blynken, and Nod
- The Rock-a-by Lady and others

Written

Copying poems to be memorized, thus familiarizing the children with the use of capitals and the punctuation.

After a story has been given orally, then it is worked out sentence by sentence by the children and written on the board. The children copy.

The latter part of the year the children do some independent work.

The oral work is kept in advance of the written.

Use stories that can be illustrated.

The stories should be short, suggestive and within the child's experience.

Games

Games play a very important part in the school program.

There are many pretty rythmic drills and folk dances which are greatly enjoyed by the children and constitute an educational force morally, mentally and physically.

Sometimes the more quiet sense training games will meet the demand.

Or possibly a more active game is best and this is quite permissible.

Games are largely rest exercises, since the concentrated attention is absent; the intrinsic interest being quite sufficient to hold the child.

Then besides offering opportunity for spontaneous enjoyment, they train quickness of perception, judgment, and decision, with proper sense of co-operation with others.

Much material for our work in language is obtained from the following sources:

Stories in Season Plan Book	George
Japanese Fairy Tales	Williston
Stories for Humble Friends	Pyle
Story Hour	Wiggins and Smith
In the Child World	Poulsson
Month by Month	Willis and Farmer
The Story in Primary Instruction	Allison and Perdue
Nature Myths and Stories	Cooke
Child's Garden of Verses	Stevenson
Hans Andersen's Fairy Tales	Stickney
Fairy Stories and Fables	Baldwin
Grimm's Fairy Tales	Wiltse
Mother Stories	Lindsay
The Eugene Field Book	Field
For the Children's Hour	Bailey and Lewis
Great Artist Series	Powers
Biographical Series	Keysor
Stories of Great Artists	Horne and Scobey
Graded Games and Rythmic Exercises	Newton
Popular Folk Games and Dances	Hofer
A Book of Song Games and Ball Games	Bremner
Games, Seat Work and Sense Training Exercises	Holton
One Hundred and Fifty Gymnastic Games	

FOURTH-GRADE ROOM

THIRD GRADE

Oral reproduction and dramatization of stories are continued. Written reproduction is introduced as early as possible, the stories chosen for written reproduction being very simple. Stories from Greek history and the work done in nature study furnish the basis for composition work. Carefully chosen pictures are used as a basis for stories and to a limited extent original stories are written.

Special study is made of Raphael, the work centering upon the Sistine Madonna, although the Madonna of the Chair is also used. A short biography of Raphael is given to the children. The work of Luca della Robia is also given some attention, the different forms of relief being made clear.

The poet for special study in this grade is James Whitcomb Riley. The aim is not to teach the facts of the life of Riley, but to make the children familiar with this poet whose "heart beats young" forever—to make him dear to the hearts of the children; that knowing him a little they shall desire to know more fully the man who said,

"I belive all children's good.
If they're only understood:
Even the bad ones, 'pears to me,
"S jes as good as they kin be."

The following poems are used; the longer ones are read to the children, and some of the shorter ones are memorized.

Bud's Fairy Tale
Alex's Bear Story
Little Orphant Annie
The Raggedy Man
Our Hired Girl
When the Frost is on the Punkin
The Bumble Bee
Old Aunt Mary

During the year, a short time is devoted to the study of the American flag, its history and what it symbolizes.

Short stories are told the children illustrating how the sight of the flag has inspired men with courage to fight, if need be, to die for the flag and the country symbolized by it.

Simple personal letters are written, giving special attention to the form. The several parts as heading, salutation, etc., are taught.

Dictation exercises are used frequently.

As to technical work, the use of capitals at the beginning of sentences, of lines of poetry, of quotations, of proper names and the capitalization of the words I and O are given.

The period, question mark, exclamation mark, abbreviation point, quotation marks and the following uses of the comma: words in series, in direct address, and the separation of a direct quotation from the rest of the sentence, are taught. These are taught through constant practice, giving no formal rules.

References

Stories to Tell	Cowles
First Book of Stories for the Story-Teller	Coe
Some Great Stories and How to Tell Them	Wyche
Thirty Famous Stories Retold	Baldwin
Lives and Stories Worth Remembering	Kupper and Horne
Stories of Great Artists	Scobey
Raphael	Hurll
Biography of Luca della Robia	Marchesi Burlamachi
Riley's Poems	
Five Minute Stories	Richards
Value of Hero Stories	Staples

FOURTH GRADE

The use of good language is emphasized in every subject of the curriculum; grammatical errors are corrected in the lower grades without giving reason for change of form.

Stress is laid upon clear thinking, and concise, clear statements.

Opportunity is given for children to express themselves in a free, spontaneous manner. This may be profitably done by oral reproduction of any material in literature and by relating home and outside experiences.

A scene from "Thanksgiving in Turkey Land" dramatized by second-grade children

"Why the Evergreen Trees keep their Leaves." Third-grade children.

In this grade there should be an attempt to make the literature *real*, as well as a source of pleasure and high ideals.

As nothing so vividly impresses a scene upon a child as to allow him to dramatize the story according to his own interpretation of it, much of this work is done.

Continue the work in letter writing.

Use blackboard freely in correcting common errors, writing the correct form only. Keep correct forms before eyes and in hearing of pupils as much as possible.

Correct common errors heard on school grounds; e. g., ain't seen for saw, done for did, she don't for she doesn't.

Punctuation: Review carefully the work of previous grades. Observe the use of punctuation marks in readers, arithmetics, and other books.

Notice use of exclamation point and quotation marks; the comma in series of words, addresses, and Yes and No.

Apply these punctuation marks in all written work.

Abbreviations: Review those used in previous grades and add to the list those that spring up in any of the studies.

Continue the use of the dictionary; teach the marking of all vowels, diphthongs, and consonants. The names of all the diacritical marks are learned and pupils taught to use them in marking words.

Teach the correct use of who, which, and that. Review use of may and can, shall and will.

Drill upon correct use of many irregular verbs that the child commonly uses.

Use of pictures: The development exercise may be used for working out the description of a picture and the pupils tell or write original stories based upon the picture.

In studying pictures in connection with the life of an artist just the description of the picture with its historical setting, is worked out.

Compositions: This work is based upon personal experiences, pictures, nature-study, geography, history, and literature.

Previous to writing the story, outlines are developed with the children.

Each topic in the outline may be worked out in distinct paragraphs with proper attention to margins, indentation, capitals, and punctuation.

In order to insure correct spelling the teacher should write upon the board unfamiliar words and train children to ask about the spelling of words about which they are uncertain.

Teach the recognition of statement, question, command and exclamation.

Memorize and recite the following poems:

September	Helen Hunt Jackson
America	S. F. Smith
October's Bright Blue Weather	Helen Hunt Jackson
O Little Town of Bethlehem	Phillips Brooks
The Corn Song	John Greenleaf Whittier
The First Snowfall	James Russell Lowell
The Arrow and the Song	Henry W. Longfellow
The Brook	Alfred Tennyson
Spring	Celia Thaxter
Today	Thomas Carlyle
The Children's Hour	Henry W. Longfellow

All holidays are observed in an appropriate manner.

Thanksgiving: The Pilgrims; first Thanksgiving; stories, poems and songs.

Christmas: Meaning; observation in other lands; stories, poems and songs.

Lincoln's birthday: His home; boyhood; what he did for his country.

During the year a thorough study is made of two artists, a poet and a statesman. The ones selected for this grade are Michael Angelo, Leonardo da Vinci, George Washington, and Henry Wadsworth Longfellow.

Michael Angelo and Leonardo da Vinci: The life, characteristics and attainments of each; their principal works learned; copies of their masterpieces carefully studied by the children.

Washington: Home; boyhood; customs and manners; condition of the country; what he has done for us.

Longfellow: Sketch of early life; career as a young man; home life; poetical works.

Read many of his poems and memorize as many as time will permit.

In the same manner only not quite so extensively, the lives of Holmes, Lowell, and Dickens are studied.

In connection with Roman History the poem, "Horatius at the Bridge," is studied and dramatized.

References

Stories of Great Artists	Horne and Scobey
Lessons in English, Book I	Scott-Southworth
Art Readers	Cyr
Illustrated Phonics	Ives
Mother Tongue, Book I	Kittredge and Arnold
Michael Angelo (Art Series)	Keysor
Studies in English	Robbins and Row
New Course in English	Webster and Cooley
Leonardo da Vinci (Art Series)	Keysor
Selections for Memorizing	Rex
Guide Book to English	Harris and Gilbert
Poetical Works	Longfellow
American Leaders and Heroes	Gordy
Nature Study and Related Literature	McGovern
Life of Washington	Irving
Reproduction Stories	Grant
Poems and Rhymes	Arranged by March
Michael Angelo	Masters in Art Series
Life of Michael Angelo	Vasari
Famous European Artists	Bolton
Leonardo da Vinci	Masters in Art Series
Michael Angelo	Hurll

FIFTH GRADE

We aim to fill the children's minds with stimulating ideas; to open up avenues through which they may find free and spontaneous expression; to furnish proper standards of expression.

Our material is obtained from the children's activities, both in and out of school; from literature, poetry, history, geography, nature study, biography and pictures. A study is made of the lives and paintings of Correggio and Sir Joshua Reynolds; the life and operas of Wagner in connection with the story of Siegfried; the lives and works of Alice and Phoebe Cary, Irving, Lincoln and Franklin. These form the bases of our composition work.

Oral work consists of reproductions, narratives, descriptions, telling original stories, memorizing poems and literary gems. Freedom and spontaneity are encouraged.

Written work consists of reproductions, narratives, descriptions and original stories; copying poetry and paragraphs of good prose, and writing poetry from memory; dictation of sentences, stanzas and paragraphs; letter forms; compositions written from outlines previously developed.

Drill on phonics, diacritical marks and the individual use of the dictionary.

Drill on capitals, abbreviations, contractions, direct and indirect quotations, homonyms and synonyms.

Drill on punctuation; the period, interrogation point, exclamation point, comma, apostrophe, hyphen and quotation marks.

Drill on correct verb forms; the nominative and objective forms of the following pronouns: I, we, he, she, they, and who.

Close attention to errors in oral and written work will furnish ample material for drill work.

Develop the chief rules for forming the plural of nouns; the singular and plural possessive; the four classes of sentences: Declarative, imperative, interrogative and exclamatory; subject and predicate. Special exercises are given to enlarge the pupil's vocabulary. In composition work proper attention is given to the margins and indentations. Holidays are given special attention.

Criticism should encourage rather than discourage. Progress can best be made by attacking a few general errors each day, until they are permanently eliminated. Errors common to a number, can best be corrected on the blackboard, placing only the correct form on the board.

All corrected papers need not be rewritten by the pupils. There should be a few carefully rewritten in ink each term. We should cultivate in the pupils the habit of self criticism and require them to read their productions carefully before giving them in.

Poems memorized by pupils:

The Builders	Longfellow
The Psalm of Life	"
The Day Is Done	"
The Reaper and the Flowers	"
The Village Blacksmith	"
The Rainy Day	Longfellow
The Corn Song	Whittier
The First Snowfall	Lowell
Morning (from Pippa Passes)	Browning
Crossing the Bar	Tennyson
The Charge of the Light Brigade	"
Landing of the Pilgrim Fathers	Hemans
Love of Country	Scott
November	Alice Cary
The Star Spangled Banner	Key
The Battle Hymn of the Republic	Howe
O Captain, My Captain	Whitman
The Gettysburg Speech	Lincoln

The following dramatizations are given:

Scenes from The Courtship of Miles Standish	Longfellow
The Pied Piper of Hamlin	Browning
The Birds' Xmas Carol	Wiggin

Reference Books

Foundation Lessons in English	Woodley
Elementary English	Metcalf and Rafter
Modern English, Book I	Emerson and Bender
Language Lessons, Book I	Metcalf and Bright
Elementary English	Kimball
Two-Book Course in English, Book I	Hyde
Stories of Great Artists	Horne and Scobey
Correggio (Art Series)	Keysors
Reynolds (Art Series)	Keysors
Stories of Famous Musicians	Horne and Scobey
Stories of Famous Musicians	Ward

Life of Abraham Lincoln	Baldwin
The Words of Lincoln	Thomas
Autobiography	Franklin

SIXTH GRADE

The aim in this grade is to lead the pupils to think clearly, to feel the strength and beauty of language, and to acquire skill in its use.

Oral Work

Topic oral composition
Training in keeping to the subject, and thinking in large topics
Reproduction, narrations and descriptions
Conversations about topics in school subjects
Poems memorized and recited
In the last semester, special attention is given to the poems of Whittier

Written Work

Poetry written from memory
Dictation exercises
Subjects outlined for compositions
Reproduction of short and simple narrations and descriptions
One nature study story of some length
One original story
One reproduction of classic story
Biography of Whittier carefully worked out with pupils in connection with reading of "Snowbound"
Biography of Quido Reni with special study of "The Aurora."
Biography of Saint Gaudens, special attention given to the "Lincoln Statue" and the "Shaw Memorial"
Biography of one statesman in connection with work in history
Letter writing; study of formal and business letters

Technical Work

- Correct all flagrant mistakes
- Review previous work in punctuation and teach uses of semi-colon.
- Parts of speech developed
- Common and proper nouns
- Forms of correct syntax, I, he, etc.
- Simple elements of a sentence
- Sentences classified as to use
- Paragraph, its purpose, form and arrangement
- How to make and use outlines
- Smooth use of connectives
- How to begin and end a story

References

Talks on Writing English	Bates
The Teaching of English	Chubb
Teaching the Language Arts	Hinsdale
Letters and Letter Writing	Dye
Essential Studies in English, Book I.	Robbins and Row
First Steps in English Composition, Teachers' Edition	Peterson
Lessons in English, Book I	Scott-Southworth

LANGUAGE AND GRAMMAR

SEVENTH GRADE

Composition

Careful attention is given to all oral expression in class exercises, insisting upon distinct enunciation, clear, correct English, and good topical recitations. This, after all, is the most effective training in English afforded by the school.

For written compositions, make use of the material from different school subjects and activities, personal experiences, classic stories, pictures and nature study. Train pupils to make outlines for their compositions, or, at least, to plan the composition before writing. Some of the compositions should be developed orally with the class; others should be written independently after a few general suggestions from the teacher. Emphasize the need of unity and coherence in all composition work.

The composition of pupils in the seventh and eighth grades should be subjected to careful sympathetic criticism on the part of teacher and pupils.

In addition to the general class criticism, teachers should give individual criticisms to pupils on appearance of papers, paragraphing, sentence structure, misspelled words, wrong use of words, and lack of unity and coherence. This may be done as the pupils are writing their compositions. Have the pupils note the good points in the compositions, and have the best ones read to the class by pupils facing the class.

In connection with our language work and as a basis for some of our composition work, we study the following:

Mozart
Titian
Ruskin
Whistler
Turner

Pictures to be studied:

The Old Temeraire	Turner
Portrait of His Mother	Whistler
Presentation of the Virgin	Titian

Ascension	Titian

Poems to be studied:

Flow Gently, Sweet Afton	Burns
The Way to Sing	Helen Hunt
The Psalm of Life	Longfellow
To a Skylark	Shelly
Charge of the Light Brigade	Tennyson
Sesame and Lilies	Ruskin
Crown of Wild Olive	Ruskin

Technical Grammar

- Nouns
  - Common—collective, abstract, verbal
  - Proper—simple, complex
- Pronouns
  - Personal
  - Relative
  - Interrogative
  - Adjective
- Modifications of Nouns and Pronouns
  - Person
  - Number
  - Gender
  - Case and syntax
- Adjectives
  - Descriptive
    - Common
    - Proper
    - Participial
  - Definitive
    - Articles—definite and indefinite
    - Numerals—cardinals and ordinals
    - Pronominals
- Comparison
  - Positive
  - Comparative
  - Superlative
- Adverbs
  - Use—simple, interrogative, and conjunctive

  - Meaning—time, place, degree, manner, etc.
- Prepositions
- Phrases
  - Prepositional
  - Infinitive
  - Participial
- Clauses
  - Independent
  - Dependent
- Conjunctions
- Sentences
  - Simple
  - Complex and compound to some extent

EIGHTH GRADE

The compositions of pupils in this grade should be subjected to careful sympathetic criticism. The standard of excellence of the pupil's work will be largely determined by the standard set by the teacher in this criticism. Teachers should give individual criticism to pupils on the appearance of papers, paragraphing, sentence structure, faulty punctuation, misspelled words, wrong use of words and lack of unity and coherence, having pupils make the corrections indicated and rewrite the composition if necessary.

The material used is very much the same as that used in the seventh grade, and in addition a special study is made of paragraphing and letter writing according to the following outlines:

- Paragraphing
  - Beginning sentence
  - Connecting sentence
  - Closing sentence
- Descriptive Paragraph
- Narrative Paragraph
- Essentials of good Sentences
  - Clearness
  - Unity
  - Smoothness

  - Strength
- Essentials of good Composition work
  - Unity
  - Coherence
  - Emphasis
- Letter Writing
  - Parts of a Letter
  - Heading
  - Address
  - Salutation
  - Body of a Letter
  - Closing
  - Friendly Letters
  - Business Letters
  - Social Letters
  - Notes
  - Receipts
  - Telegrams

In connection with the language work, we study the following in this grade:

Shakespeare
Sargent
Scott
Gainsborough
Constable
Beethoven

Pictures studied

Frieze of the Prophets	Sargent
The Hunter Sister	Sargent
The Cornfield	Constable
Portrait of Scott	
Portrait of Beethoven	

Poems studied

The Lost Leader	Browning
Thanatopsis	Bryant
A Man's a Man for a' That	Burns
The Ivy Green	Dickens
Duty	Emerson
The Three Kings	Field
The Chambered Nautilus	Holmes
Gettysburg Address	Lincoln

The Day is Done........................Longfellow
The Bells..........   ....Poe

Grammar

Careful review of preceding work through intensive study of the parts of speech including definitions, classifications, modifications, inflections and syntax. Further development of functions as basis of classification.

Verbs
  Attributive and copulative
  Transitive and intransitive
  Regular and irregular
  Complete, redundant and defective
  Principal and auxiliary

Modifications
  Voice—active and passive
  Mode—indicative, subjunctive, (potential) imperative
  Tense—present, past, future, present perfect, past perfect and future perfect
  Person and number

Conjugations
  Forms—simple, emphatic, progressive and passive.

Syntax

Conjunctions
  Coordinate—copulative, adversative, etc.
  Subordinate—time, place, manner, etc.

Phrases
  Classification
  As to use—adjective, adverb, substantive, independent element
  As to form—prepositional, infinitive, participial, gerundial

Clauses
  Adjective
  Adverb
  Substantive—subject, predicate noun, object of a preposition, object complement, appositive.

Analysis and Synthesis of sentences
  Careful study of facts essential to correct speech.

Idioms

Figurative expressions

A text book is used only as a reference book.

References

Lessons in English, Book Two	Scott-Southworth
Higher Lessons in English	Reed and Kellogg
Two Book Course in English, Book Two	Hyde
Grammar and Composition	Robbins and Row
English Grammar	Gowdy
Progressive Studies in English, Book Two	Firman
First Steps in English Composition	Peterson
Composition Through Life and Literature	Paul
Sheldon's 20th Century Letter Writing.	Sheldon
A Progressive Course in English	Stebbins
A Teachers' Manual of English Grammar and Analysis	Wilson

FIFTH-GRADE CHILDREN WITH THEIR BIRD-HOUSES.

OUTLINE OF NATURE STUDY

STATE TRAINING SCHOOL. OHIO UNIVERSITY

ATHENS, OHIO

PLANT STUDIES

PLANT STUDIES	FIRST AND SECOND YEARS	THIRD YEAR	FOURTH YEAR	FIFTH YEAR
TREES	Common trees on school grounds. Leaf collection. Fall coloring of leaves.	Nut Trees	Trees suitable for lawns. General shade trees.	Evergreens
FLOWERS AND WEEDS	Most common flowers and roadside weeds. Poison ivy.	Pokeweed. Water hemlock. Poison ivy. Jimson weed.	Poisonous plants continued. Wild flowers growing in dry soil	Poisonous plants continued. Wild flowers growing in moist soil.
MISCELLANEOUS PLANTS	Vegetables.	Strawberry. Raspberry. Blackberry,	Potatoes. Corn. Wheat. Ferns.	Clover, Alfalfa. Mushrooms.
GARDEN WORK	Common garden flowers. Window Gardens.	Seed germination. Home gardens.	Raise apple trees from seed Peach trees.	Propagation of the grape vine.
ANIMAL STUDIES				
INSECTS	Cocoons. Feeding of larvae. *Typhoid fly.*	Observation bee hive. Value of bees. *Typhoid fly.*	Insects of the garden.	Insects of the household.
BIRDS	Common birds of the school grounds.	Bird calendar. Feeding in winter.	Birds that are of the most value to the farmer.	Building birdhouses. Drinking fountains. Birds of prey.
MISCELLANEOUS ANIMALS	Pets. Cats, dogs, birds. Domestic animals. Fishes.*	Toads. Toads and frog eggs.* Rabbit. Pond insects.*	Turtles. Crayfish.* Snakes.	Spiders. Earthworms.

*Aquarium studies.

OUTLINE OF NATURE STUDY—Concluded.

PLANT STUDIES	SIXTH YEAR	SEVENTH YEAR	EIGHTH YEAR
TREES	Calendar for flowering time Seed collections. Forest fires.	Fruit trees. Methods of propagation. Forest trees.	Weed trees. Trees suitable for posts. Profit in forestry. Pruning. Grafting.
FLOWERS AND WEEDS	Weeds injurious to crops. Methods of extermination.	Wild flowers of the woods. Seed dispersal.	Climbing plants. Cross fertilization.
MISCELLANEOUS PLANTS	Cotton. Tea. Coffee. Tobacco. Mosses.	Sugar beet. Brown corn Algae*	Bacteria. Molds. Yeast. More common plant diseases.
GARDEN WORK	Propagation of Strawberries, Blackberries, and other common garden plants.	Garden products grown for fairs and school exhibits.	Soil relation. Fertilizers.
ANIMAL STUDIES			
INSECTS	Beneficial insects. Insects injurious to fruit.	Moths and butterflies. Insects injurious to farm crops.	Methods of extermination. Insects in relation to public health.
BIRDS	Bird census. Fall migration. Shore birds.	Game birds. Nesting habits of water birds.	Protection of birds. State laws.
MISCELLANEOUS ANIMALS	Rats. Mice. Moles. Squirrels.	Weasels. Fishes.* Oysters. Clams.	The Beaver. Muskrats. Skunks. Bats. Toads. Frogs.

*Aquariun Studies.

SIXTH-GRADE PUPILS IN THE SCHOOL GARDEN.

MUSIC

The value of music as a mental discipline is recognized by educators everywhere. It not only furnishes material for mental culture, but it is a source of inspiration in the performance of other school duties. It is a great cultivator of gentleness among pupils, and no school where music study is well directed will be disorderly, for music is order itself.

This course is designed to enable the pupils in our schools to master technical difficulties in music; to read music at sight; to train the ear to a keen sense of musical perception; to develop musical voices; to render song forms well and artistically; and to cultivate a taste for that which is good in music.

A true beginning for this, is made through Rote Singing, which trains the voice and ear, promotes natural breathing, cultivates a taste for music, and aims to familiarize pupils with classic and standard songs.

Songs are selected from the best sources. Several points are taken into consideration in their selection; the pitch and compass of the voices; proper selection as to grading and the thought conveyed in the words; seasonableness; variety, songs of a lively character varying with lullabys, and songs that will appeal to imagination; correlation with other studies.

The youngest as well as the oldest children are taught their patriotic songs. A great many Folk Songs and Singing Games are taught. No form of music so nearly touches the hearts and lives of children, as does the Folk Song. Rote Singing is carried on extensively through the first three years, but it leads more and more to Note Singing. In the fourth year the child's attention is largely directed to sight reading and song study. This work is continued through the fifth year, although Rote Singing is never entirely eliminated, but is made a part of the work each year.

In the grammar grades, much care is taken to retain the right quality of singing.

It cannot be the province of our schools to turn out skilled musicians, but it should be the aim to give to the child a little glimpse into the great world of music, and not only arouse a desire for larger knowledge, but to put into his hands the ability to gain such knowledge.

With this idea in mind, the course of study, found on the following pages, is expected to serve as a valuable aid in the development and culture of the pupil.

FIRST YEAR

Rote Songs
Tone Matching
Vocal Drills
Ear Training (oral)
Scales sung consecutively and by skips
Rhythm work—clapping, flying, etc. Reading from chart, blackboard
Tone drills on 8, 1, 7, 5, 4
Class becomes acquainted with the following: clef; staff; measure; bar; double-bar; whole, half, dotted-half, and quarter notes; hold; repeat. About half the time is given to Rote Singing in this grade.
Individual work emphasized
Devices—hand-signs, ladder

SECOND YEAR

Review work of previous year
Rote and Note Songs
Vocal Drills
Ear Training (oral)
Very easy modulation begun
Rhythm work
Scale work
Sight Reading from charts, blackboard, books. Singing with vowels as well as by syllables.
Tone Drills on 6, 3, and 2
Meter work $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, $\frac{3}{8}$, $\frac{6}{8}$, $\frac{2}{8}$

Theory: All new signs as they come up in the reading, new notes, rests, tie, slur, etc.
Much Rote Work in this year
Individual work emphasized
Preparation for two part work
Devices—ladder, hand signs

THIRD YEAR

Review work of previous year
Rote and Note Songs
Vocal Drills
Ear Training (oral and written)
Easy modulation
No. 4 67 No. 2 taught
Rhythm: once-divided beat, twice-divided beat and triplet
Sight Reading from blackboard, reader, and charts
Names of measure taught
All new symbols,as they appear in the reading
La scale, from ladder
Pitch-names, and a few key signatures taught
A great deal of individual work
Scale work, as before
Devices—ladder
Parallel Meter
A very little Two-Part work

FOURTH YEAR

Review
Vocal Drills
Ear Training in many different keys (oral and written)
Rhythm, unevenly-divided beat, using dotted-quarter followed by the eight note
Modulation into all Major Keys
Key Signatures *learned*
Normal Minor established
Preparation for Harmonic Minor by drill on sharp-five
Note Songs

Rote Songs for special occasions
Sight Reading—extensive
One, and Two-Part Singing
Folk Songs selected from reader and other sources
Individual work emphasized, Devices—ladder

FIFTH GRADE

Review work of previous year
Vocal Drills
Ear-Training—very simple exercises with meter exercises involving chromatics given, without meter.(oral and written)
Chromatic Modulation
Rhythm—unevenly-divided beat—dotted-eighth, followed by sixteenth note
Tone Drills on flat-seven and sharp-four
All Major Scales written
Harmonic Minor established
Preparation for Melodic Minor
Sight Reading extensive
One, and Two-Part Singing
Very easy Three-Part work by means of Rounds and blackboard exercises
Many Note Songs learned
Rote Songs for special occasions
Folk Songs taught
Individual work emphasized
Device—ladder

SIXTH YEAR

Review
Vocal Drills
Ear training—With meter; chromatics; (oral and written)
Chromatic scales sung from ladder and staff
Difficult Modulation given
Rhythm—drill on all difficulties, found in the reading, all new forms taught from blackboard before they are reached in the book

Melodic Minor established
Natural Harmonic, and Melodic forms written.
All marks of expression taught as they come in the reading.
Special attention given to phrasing.
Sight Reading, extensive
One, Two, and Three-Part singing
Rote songs for special occasions
Major scales reviewed and relative minors taught

SEVENTH GRADE

Review
Vocal Drills
Ear Training—with and without meter; involving chromatics (oral and written)
Chromatic scales written in all keys. Difficult forms of modulation
Rhythm—all hard combinations as found in the reading. Syncopation
Meaning of all marks of expression as they appear in the reading
Sight Reading—extensive—from books, codas, etc.
One, Two, and Three-Part Singing
Special attention given to phrasing, and to retaining good tone quality
Many Note Songs learned
Rote Songs for special occasions
Comparison of major and minor seconds
Melodies written in major keys
F clef taught

EIGHTH YEAR

General review of all preceding work
Vocal Drills
Ear Training—difficult combinations involving chromatics, and minor forms, with and without meter (oral and written)
Rhythm—drill on all hard combinations, and special written work done
Original melodies written

Sight Reading—extensive—from books, codas, etc.
One, Two, and Three-Part work, some Four-Part work done
Many Note Songs learned
Many Unison exercises given in F clef
Contrasts between major and minor, continued
All marks of expression taught as they appear in the reading
Study something of the lives of the following composers, and learn a selection from each: Bach, Beethoven, Listz, Gounod, Schubert and Mendelssohn.
A great deal of attention is paid to artistic rendering of songs in this year.

Books and Other Material for Reference

PRIMARY GRADES

Folk Dances and Singing Games . Elizabeth Burchenal
Published by A. Schirmer

Children's Singing Games.............. Mari R. Hofer
Popular Folk Games................... Mari R. Hofer
A. Flanagan Company

Churchill-Grindell Song Books, Nos. I, II, and III
Churchill-Grindell Co.

Songs of the Child World............ Nos. I and II
Riley and Gaynor

Dutch Ditties for Children.............. Anice Terhune
Published by G. Schirmer

Song Stories and Songs for Children.......... Thomas
American Book Co.

Eugene Field's Poems.......... music by DeKoven
Charles Scribner's Sons

Art Song Cycles, I and II...... Miessner and Fox
Published by Silver, Burdett and Co.

Teachers' Edition for Elementary Grades
New Educational First Reader
Ginn and Co.

Rote Song Book .... Ripley and Tapper
Harmonic Primer .... First Reader
Eleanor Smith Music Course .... Books I and II

American Book Co.

Modern Music Series .... Eleanor Smith
Primer and First Reader .... "

Silver, Burdett and Co.

INTERMEDIATE AND GRAMMAR GRADES

School and Festival Songs .... John B. Shirley
Two-Part Songs .... John B. Shirley
Harmonic Music Readers
Eleanor Smith Music Course

American Book Co.

New Educational Music Course

Ginn and Co.

Modern Music Series

The Silver Song Series

Silver Burdett and Co.

The 101 Best Songs
The Cable Co.

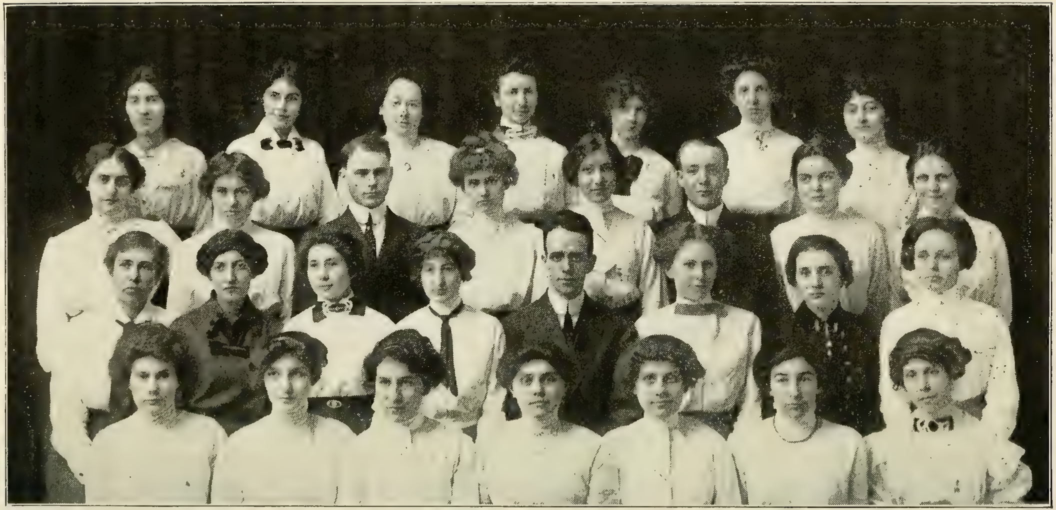
The following Codas have been found attractive as supplementary work in the Upper Grammar Grades:

Coda—177 .... Attractive Four-Part Songs
Coda—22 .... Lightly My Bark
Coda—196 .... Anchored
Coda—101 .... Blue Are the Heavens
Coda—112 .... Wiegenlied
Coda—256 .... The Old Guard
Coda—165 .... Fairyland Waltz
Codas—141-147 .... First Studies for Bass
Coda—146 .... The Spinner
Coda—57 .... Good Night
Coda—10 .... Nursery Rhimes
Coda—230 .... Swing Song
Coda—273 .... The Lost Chord
Coda—316 .... The Bells of Seville

Ginn and Co.

Coda—4210 .... Morning Invitation
Coda—9277 .... Forget-me Not

Oliver Ditson Co.



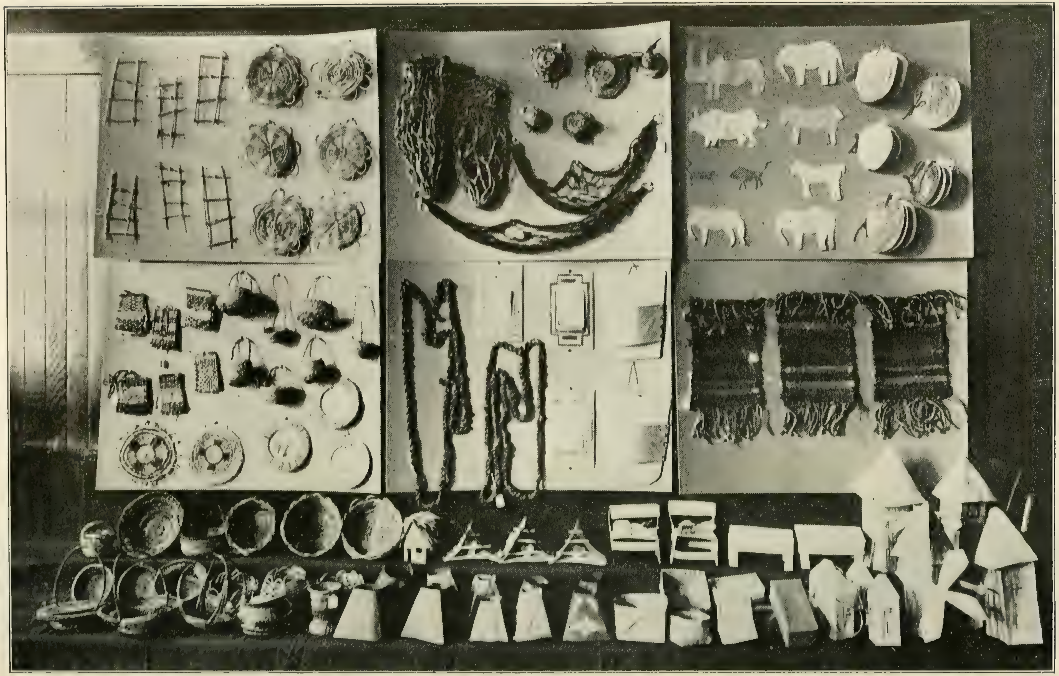
Students who are doing practice teaching in music, drawing or domestic science.

DRAWING AND ELEMENTARY MANUAL TRAINING

The work in drawing is not an endeavor to train artists or to make expert workmen, but it is an important part of our course of study because the child develops through self expression, and drawing gives the child every advantage for such expression. The child must be taught to think; not only to think but to express his thoughts in action. This is made possible through the lessons in art more than any other subject. Drawing is a natural form of expression with the child and by it his natural mental and motor powers are strengthened.

The question of what the child is to draw is of the utmost importance, for besides the power of self expression there should be developed a love and appreciation of the beautiful; the aesthetic side must not be neglected. Primarily the lessons must be about things in which the child himself is interested and which are adapted to his stage of development. This includes his home, games, pets; school and things connected with it; children and child life; flowers, trees and the stories he loves. Each lesson should bring in the elements of selection; placing, and the thought of beauty as well as develop the power of execution.

In this work the chief aim is not the finished product, but rather the power gained through the effort toward a finished product or to make each new piece of work better than the last. In other words -growth. Besides this, the child's powers of observation are made more acute, his sense and motor powers, judgment, self-control and concentration have been trained and his imaginative, creative and visualizing powers developed.



PRIMARY HANDWORK.

DRAWING OUTLINE

FIRST GRADE

Fall

Drawing of leaves and flowers in colored crayons and water colors. The emphasis is given to the spirit of the work rather than to exact technique. Free cutting including borders. The principle of repetition is made use of. Drawing correlated with history work. Indian center. Easy landscapes. Thanksgiving and Christmas work.

Winter

Object drawing in mass. Drawing correlated with history work. Eskimo center. Drawing of toy animals and pose work. Easy landscapes and interiors. Free illustration. Free cutting with emphasis on repetition and variation. Drawing appropriate for the holidays.

Spring

Wash drawings of flowers and easy landscapes. Pose and animal drawings in mass. Free illustration. Drawing correlated with the Japanese center. Borders in cut paper and colored crayons. Special attention given to rhythm and variation as in free designing.

SECOND GRADE

Fall

Drawing correlated with nature study and history. Pose work with special attention to action. Simple landscapes in cut paper and water colors. Drawing of fall flowers Free illustration. Drawings appropriate for the holidays.

Winter

Object drawing in mass. Free designing, special attention to variation and rhythm. Object drawing in mass including work with toy animals. Drawing correlated with the history work.

Spring

Drawing and painting of spring flowers. Work connected with history and nature study. Free illustration in connection with language work. Washed-in landscapes. At at this stage of the work, more attention is paid to water colors.

THIRD GRADE

Fall

Drawing and painting of grasses, grains, flowers, etc. Work correlated with nature study. Object drawing in outline and in mass. Much attention is given to wash drawings and brush strokes including pose drawing in wash. Work appropriate to the holiday seasons.

Winter

Free designing, including borders, Indian rugs, etc. Free illustration with emphasis on proper proportion of things, and more exactness in drawing, as well as clearness. Drawing correlated with history work. Lettering and designs for folders.

Spring

Drawing and painting correlated with nature study. Landscape work appropriate to the season. Object drawing in outline and in mass. Much work is done with the brush in both ink and water colors. Verses about child life are illustrated.

FOURTH GRADE

Fall

Drawing and painting of fall flowers. Object drawing with special attention to proportion. Work for correct pencil outlines of simple objects. Illustrative landscape work appropriate to the season. Lettering. Designs for holiday work.

Winter

Drawing correlated with history. Continue study of lettering. Designing including borders, book covers, oilcloth designs, etc. Attention is especially given to color margins, and variation. Practice brush work, pose and object drawing.

Spring

Work in flat masses. Landscape. Easy poster composition with special emphasis on spacing and variation. Color harmonies are studied but not in a formal way. Drawing and painting spring flowers and sprays. Borders —using slightly conventionalized flower forms.

FIFTH GRADE

Fall

Drawing and painting of flowers, vases, and fruit. In object drawing, the emphasis is on exactness of pencil outline and proportion. Illustrative landscape composition. Applied designs in connection with construction work. Designs for holiday gifts.

Winter

Easy lessons in perspective. Drawings of furniture and room interiors. Designing with special attention to variation, repetition and rhythm allover and border patterns. Working drawing and constructive designing, object drawing in pencil outline.

Spring

Landscape work with special attention to dark and light technic and texture. Lettering. Study of margins and initial letters. Illustrated poems. Drawing of spring flowers and sprays. Make designs from conventionalized flower forms. Study color harmonies in an informal way.

SIXTH GRADE

Fall

Draw sprays, flowers and fruit, giving attention to foreshortening of parts, values, colors, and textures Study.

flower composition with emphasis on spacing, variety and rhythm. Teach a color scale. Teach complementary colors in a more formal way than in the lower grades Make designs for Christmas work using conventionalized forms.

Winter

Draw groups of two and three objects. Give attention to foreshortening, relative positions, light and shade. Continue study of perspective. Do illustrative work in landscapes, with special attention to texture, perspective and color. Make working drawings.

Spring

Study spring growths with reference to color, outline and rhythm. Continue study of complementary harmony, also do some work in dominant harmonies. Conventionalize some forms. Design an allover pattern. Make designs in connection with construction work.

SEVENTH GRADE

Fall

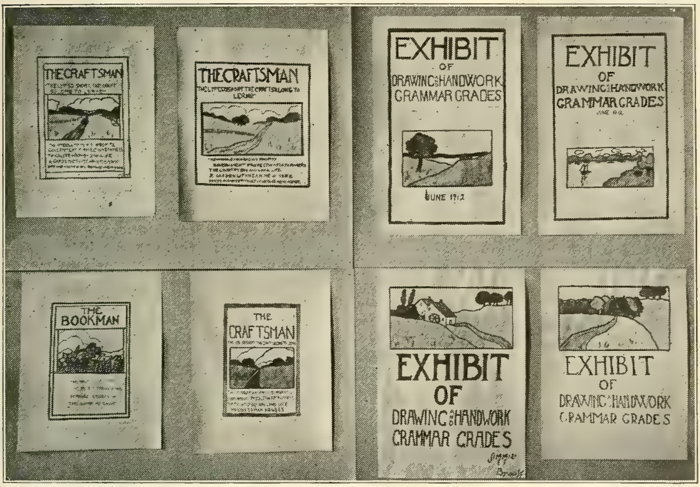
Draw and paint fall flowers and fruit, giving special attention to values, textures and colors. Do illustrative drawing in landscape appropriate to the season. Study some mechanical drawing. Conventionalize a plant form and stencil some useful object.

Winter

Study some historic ornament vase drawings in pencil and in wash. Design abstract shapes. Make designs for wood or metal work, giving special attention to spacing, line and suitability to materials. Problems in mechanical drawing. Continue the work in object drawing giving attention to foreshortening, light and shade.

Spring

Draw spring flowers giving attention to details of growth, beauty of line and values. Study decorative lettering. Design a magazine cover. Study analogous harmonies. Make applied designs for construction work.


THE CRAFTSMAN
THE CRAFTSMAN
EXHIBIT OF DRAWING AND HANDWORK GRAMMAR GRADES
JUNE 1912
EXHIBIT OF DRAWING AND HANDWORK GRAMMAR GRADES
THE BOOKMAN
THE CRAFTSMAN
EXHIBIT OF DRAWING AND HANDWORK GRAMMAR GRADES
EXHIBIT OF DRAWING AND HANDWORK GRAMMAR GRADES

MAGAZINES AND POSTERS. SEVENTH AND EIGHTH GRADES.

EIGHTH GRADE

Fall

Study fall flowers and fruit with special reference to foreshortening, analysis of color and values. Make up harder problems in perspective. Study the works of some noted artist. Make designs for plates, stencils, etc., giving attention to harmony of line and variety in spacing.

Winter

Study groups of objects, with special attention to perspective and values. Study mechanical drawing. Continue the work in lettering applying the same to mottoes, book covers or book plates. Make applied designs for construction work.

Spring

Draw and paint spring flowers giving special attention to picture composition. Study some work by noted artists. Review color harmonies. Study poster composition in landscape or still life. Make designs for posters.

ELEMENTARY MANUAL TRAINING

Constructive work gives us, of all the arts, the widest range of interests and processes. It is most self-revelationary. It reveals to the worker his own power, that is, the extent of his ability to carry out ideas. It also has a wide social and industrial significance. This work should be seen as an educative or socializing agent, as means, not as ends. This course aims for progressive growth from the lower to the higher grades according to the child's intellectual ability, his skill in handling materials, and his home, school and community interests.

Construction papers, clay, paste, cardboard, raphia, reed, cord, yarn, basswood, looms, sloyd knives and scissors are the materials mostly used in this work.

This elementary course in handwork includes the constructive work from the first to the fifth grades inclusive. The hand work in the higher grades is under the direction of the manual training and domestic science departments.

ELEMENTARY MANUAL TRAINING OUTLINE

FIRST GRADE

Paper

Boats, canoes, wigwams, furniture and various other objects suggested by the history and language work.

Clay

Animals, birds, Eskimo work and other forms connected with history and nature study.

Cord and Raphia

Curtain rings, napkin rings, neck claims, etc.

SECOND GRADE

Paper

Folders, soldier's cap, picture frames and various objects connected with history work and nature study

Clay Pottery forms, animals, fruit and a great deal of work correlated with nature study.

Raphia—Cord—Jute

Baskets, mats, horse reins, etc. This work includes some weaving and a simple sewing stitch.

THIRD GRADE

Cardboard Construction

Carriages, boxes, wind mills, folders, etc. Especial attention is given to making things that will be of use.

Raphia-Reed

Picture frames, doll's hats, baskets and objects correlated with history study.

Yarn Cord

Indian rugs.

Clay

Pottery forms having handles and object connected with nature study—special attention to representation.

FOURTH GRADE

Cardboard Construction

Round boxes and envelopes

Reed and Raphia

Reed mats and baskets, knotted bags, woven raphia cases and folders

Clay—Simple pottery forms mostly without handles, giving special attention to exactness of execution.

Some sewing stitches are learned and applied on some useful object.

FIFTH GRADE

Cardboard Construction

Elementary bookbinding and cases for holiday gifts

Reed Raphia

Indian basketry, carrying out rather difficult designs

Wood Work—Knife work including match scratchers, calendars, brackets, etc.

Clay

Pottery forms

A great deal of attention is given to constructive and applied design in connection with this work.

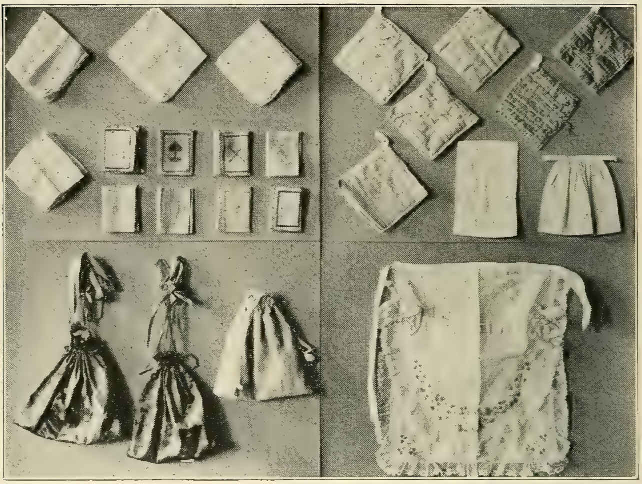
DOMESTIC SCIENCE
SEWING

FIFTH AND SIXTH GRADES

Aim

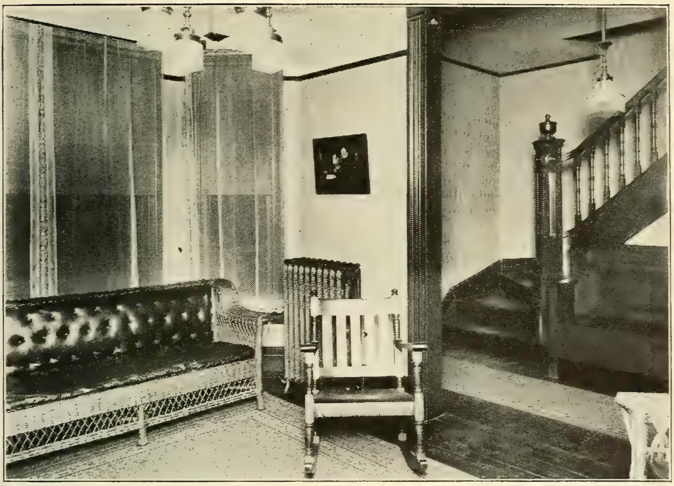
1 To teach neatness, cleanliness and accuracy of work. 2 To give a practical working knowledge of the more common stitches. 3 To become familiar with such textile subjects as cotton, wool, silk and linen. 4 To learn to use the thimble and scissors skillfully.

1 Discussion of sewing box—its contents
Threading needles and making knots
Discussion of warp and woof
2 Demonstration of basting
Basting hem in school dish towels
3 Demonstration of hemming
Hemming the dish towel
Textiles—Story of primitive weaving
4 Demonstration of back stitch
Uses of holders—materials, etc.
Baste holders and back stitch
5 Turn holder and tie it
Baste around edge
Textiles—Cotton
6 Demonstration blanket stitch—uses?
Blanket stitch around holder
Textiles—Cotton
7 Tape—uses?
Sew on a long or short tape on holder
Textiles—Wool
8 Demonstration of gathering
Sew lace on handkerchief
Textiles—Wool



SEWING OF THE FIFTH AND SIXTH GRADES

9 Continue sewing on lace
Textiles—Linen
Drill on all fibres studied
10 Darning—Demonstration
Bring something from home to darn
11 Textiles—Scissors—care, use, practice in cutting
Cut out Christmas gift—napkin ring, needle case (canvas)
Demonstration of cross stitch
Practice on this stitch
12 Making the gift
13 Making cross stitch on gift
Short discussions on spirit of giving
14 Review--Time given to those that need extra time
15 Demonstration of outline stitch
Practice making the stitch
Review fibres and begin silk
16 Review of outline stitch



THE LIVING ROOM, DOMESTIC SCIENCE DEPARTMENT.

Make initial on handkerchief
Textiles—Buttons—manufacture, etc.
17 Discussion on bags—uses, etc.
Cut out some kind of bag
18 Baste the bag
Review the backstitch. Backstitch the sides of bag
Baste around top
19 Hem the top
Demonstration of overcasting
Overcast sides of bag
Textiles—needles, manufacture, etc.
20 Hem top of bag
Making place for top
21 Put in tape
Review the making of the bag
22 Demonstration of French hem
Baste and hem napkins for dormitory

Manufacture of pins
23 Demonstration on Sewing Machine
How thimbles are made
24 Review—threading, etc.
25 Practice on machines
Hemming school dish towels
26 Small model showing seams
French seams—plain seams
Review on machines
27 Stitch the seams
Discussion on aprons—materials, uses, etc.
28 Cut out aprons
29 Baste seams and stitch
30 Gather—cut out strings or band
31 Make strings or put on band
32 Cut and make bib for apron
Demonstration of button hole
33 Practice button holes
34 Make button hole
Sew on button—finish the apron

COOKING

SEVENTH GRADE

Subjects

- Classifications
- Supply
- Preparation and Serving
- Composition
- Nutritive value

Aims

1 To have three recurring sequences based mostly on food principles, 1st of 20 lessons; 2nd, 24 lessons with some processes the more difficult; 3rd with more manipulation.

2 To have note books kept.

3 To have same kind of a review once in a series

4 To have one cleaning lesson once in a series

5 To teach food study so as to get food value for right combinations

6 To invite as much co-operation among girls as possible

7 To vary the course by such things as:

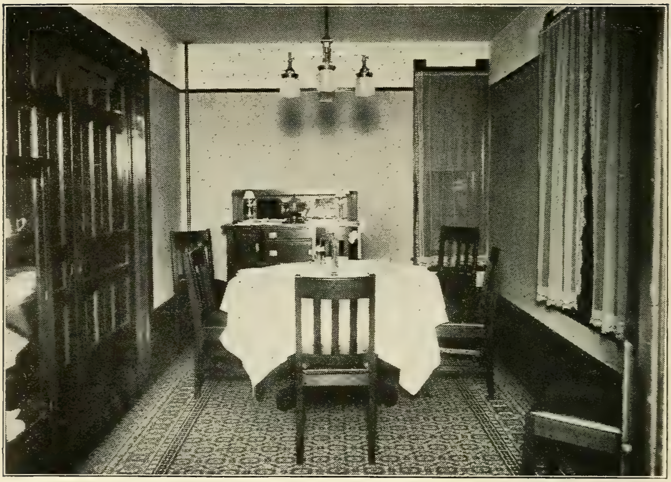
- a. Xmas candy
- b. Picnic
- c. Practical review

(To keep girls alert and interested)

Lesson

1 Looking over equipments, uses for utensils. Rules for measures and abbreviation, directions for measuring, for keeping note books, aprons, towels and holders—enrollment. What class in cooking is to mean to the girls.

2 Baked apples. Kinds, uses
Classifications of foods
Effect of heat on cellulose
Rules for dish washing



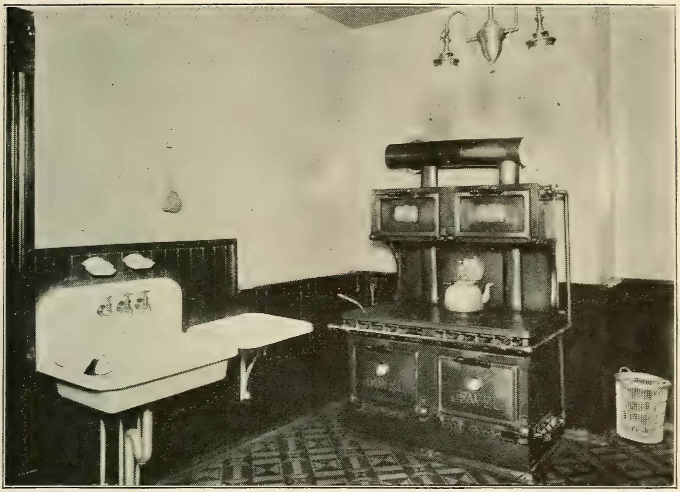
THE DINING ROOM, DOMESTIC SCIENCE DEPARTMENT.

3 Baked Potato
Classification of foods—continued and review
Effect of heat on starch
Care of stoves
System of household duties

4 Vegetables
Composition
How and why cooked
Difference in cooking strong and mild vegetables
Buttered beets, carrots and cabbage

5 White Sauce. Uses, variations, etc.
Creamed turnips
Ways of cooking
Effect of starch cellulose

6 Cream of potatoes (or any other vegetable) soup
Review principles of vegetable cookery



A CORNER IN THE MAIN KITCHEN, DOMESTIC SCIENCE DEPARTMENT.

7 Scalloped Tomatoes
Stuffed Tomatoes
8 Cereals—Food study of kinds, preparation and principles of cookery
Preparation of some breakfast food (Petti John) with a fruit (apple)
9 Corn starch mold
Thickening agents
Experiment
Summary of carbohydrate cookery
10 Batters and doughs—Proportion
Griddle cakes—Sweet milk
Sugar and water syrups
11 Plain Muffins
12 Corn Bread
Sour milk and soda. Principles involved

13 Baking Powder Biscuits
Principles involved and review of batters and dough
14 Card party of preceding work
15 Bread
Yeast experiments. Affects of temperature study of manipulation
16 Proteins food value, review of classification
Beef experiments to show effect of hot and cold water, salt, etc.
Structure of meat. Scrapped beef. Start soup stock for following lesson
Pan broiled steak—demonstration
17 Soup with vegetables or rice
Place in meal and diet of different kinds of soup
18 Cheap cuts of meat (beef)—gravy
Demonstration of preparation
Stew—group work
19 Left overs
Meat pie with mashed potato crust
Meat in combination with vegetables
Baking powder biscuit dough
20 Cleaning cupboards—Pantry

II. Series

Lesson 1 Sweet Potatoes, Glazed
2 Thanksgiving lesson
Cranberry jelly
3 Tapioca value—source—kinds
Combined with fruit when served
4 Cream of wheat
Rice dates
Review cookery of cereals
Use of above dishes
5 Macaroni and cheese
Substitute for carbohydrate and for protein
Place in diet
Start beans, wash, soak 12 hrs.
6 Dried Legumes
Beans in soup (combined with tomato.)

Peas cream soup.
Lima beans—with corn for succotash
  Increase in amounts and bulk after soaking
Methods, proportions of vegatables, pulp and liquid for soups
Cost as prepared at home compared with factory prepared
Meat substitutes in diet

Lessons 7 8 Holiday candy preceding Xmas vacation
Peanut Brittle
Butter Scotch
Compare cost of factory made candy
Estimate refuse in peanuts
Making of fudge
9 Corn fritters
Review proportions for batters and doughs
10 Muffins (rye, graham, etc.)
Comparison of recipes, variations in flour
11 Apple turnover
General proportions
Like what so far studied

12 13 Bread
14 Rolls
15 Cookies (Droz)
16 Cake (plain)
Variation of former recipe
Compare with muffins and cookies

17 18 Pie
19 Cleaning
Dining Room
20 Broil Hamburger steak
Prepare mashed potatoes
21 Roast
Group work
Value of different cuts and uses and substitutes
Accompanists for roast
22 Fish
Group work value as food

Preparing of tart sauce
23 Rules for serving and setting of table
Making chocolate or coffee
24 Review
Prepare and serve a simple luncheon as
Left over meat dish
Baking powder biscuits
Chocolate
Cornstarch mold

III. Series

1 Quaker oats or cornmeal
Review proportions of cereals
2 Creamed potatoes garnished
3 Cream of any vegetable soup
Crutons
4 Fancy vegetables as
Hollowed Turnip shell or in toast boxes
5 Review of batters and doughs
Popovers
6, 7 Bread
8 Milk, its care, etc.
Custards soft, principles in cooking
9 Pudding
Custard foundation or otherwise
10 Eggs. Experiments. Soft and hard cooked
Scrambled or toast boxes
11 Meats
Liver, Bacon.
12 Broil chops, thickened gravy
13 Oyster
Stew fried, scalloped
14 Cleaning kitchen

IV Series—Brohen

Lesson
1 Boiled dressing
1 Salad potatoes, fruit, care of fruit

3 Sandwiches served on lawn after school
4 Review lesson
5 Beef tea, hot lemonade or orangade, Gruel
6 Talk on care of sick
Bran muffins
7 Table setting and serving of dinner
8 Prepare picnic lunch of:
  1 Hard cooked egg
  2 Sandwiches
  3 Lemonade
9 Ice cream
10 Ice and cup cakes for final lesson

COOKING

EIGHTH GRADE

Subjects

Supply
Production
Manufacture
Cost
Preparations and Serving
Nutritive value
Sanitation
Ventilation
Cleaning
Home Nursing

Aims

1 To have recurring sequences based on food principles
2 To have note books kept
3 To have some kind of reviews once in a series
4 To have frequent cleaning lessons
5 To teach food study through course to aid in food values and right kind of combinations
6 To invite as much co-operation among the girls as possible
7 To vary course by such things as
  a. Xmas candy
  b. Picnic
  c. Practical reviews
  (These keep girls alert and interested.)

Lessons:

1 Registration
Review of tables of abbreviations and measurements
Talks on Ideals in Domestic Science Work
Rules for washing dishes

DOMESTIC SCIENCE LABORATORY, EIGHTH-GRADE GIRLS.

2 Study of gas burners and gas range
Baked Apple
Classification of foods }
Composition of foods } Review
Effect of heat and moisture on cellulose.

3 Baked Potato
Structure—Composition
Starch experiments with potato and corn starch
Effect of heat and moisture on starch
Care of stoves and system of duties

4 Potato; Boiled, Steamed, and creamed, white Sauce: proportions; method; and uses
Selection and care of potatoes
Weight: cost of refuse.

5 Cream of Potato Soup:
Proportions and method
Review of white Sauces
Place in diet
Candied Sweet Potato
Composition of Sweet Potato and comparison to Irish Potato. Cost and use

6 Housekeeping
Care of sink and refrigerator
Natural and artificial aids to cleanliness
How to sweep and dust a room
Care of hangings, books and furniture

7 Cereals; Rolled Oats
Stewed Fruit,—Pears or Peaches
Varieties of cereals—composition and comparison with other foods
Methods and principles of cooking
Table and amounts of water and the time for cooking
Composition of fruits; serving with cereals
Study of Double Boilers and use

8 Cream of Wheat and Corn Meal mush Proportion and methods of cooking, composition of corn meal.

9 Sante'd Mush (use of left overs).

10 Macaroni: Boiled and prepared with White sauce
Manufacture of macaroni

Composition
Cost and number of sticks in package
Use of cheese with macaroni
Place of macaroni in meal.
11 Boiled Rice: Use as a cereal and vegetable.
Steamed: Composition, Cost
Combination with other foods and place in meal
11 Corn starch Mold
Comparison with cereal
Use as a thickening agent
Review of starch agent
13 Eggs and Milk
Composition of eggs, and experiments showing effect of temperature on eggs and principles of cooking
Leavening power of eggs
Composition of milk
Care of eggs and milk
14 Eggs and Milk.—Soft and firm
Lesson to show thichening power of eggs and apply the principles of cooking
Difference in method and results in firm and soft custard
Compare with cornstarch mold
Forming of dish from recipe and left-over rice
15 Vegetables (given earlier if season demands it)
Beets—carrots, turnips
Comparison of compositions
Effect of heat and moisture
Methods of cooking and varieties of serving
Effect of salt
16 Stuffed and creamed onions
(White Sauce review)
Place in diet and value of vegetables
17 Stewed and Escalloped tomatoes
Addition of bread
18 Cabbage—cauliflower, squash, parsnip
Comparison in flavors, covered and uncovered with large and small amount of water
19 House keeping
Furnishing and care of dining room

Care of silver and glassware
Rugs and polished floors
20 Batters and doughs
Pop-overs
Proportions for batters and doughs
Classifications of leavening agents
21 Sweet milk or sour milk griddle cakes
With carmel sauce or kitchen made syrup
22 Thanksgiving lesson
Cranberry jelly
23 Butter milk and soda corn bread
24 Muffins—plain
Comparison of proportions and manipulation
Baking powder experiment to show the power as leavening agent
General directions for quick breads
25 Nice bread
26 Baking powder biscuits
Comparison and proportions and manipulation
Use of sheep fats
Comparison of flavor and cost when using different fats
27 Xmas lesson
Peanut Butter
Butter Scotch
28 Fondant
29 Molasses ginger bread
Proportions of soda and molasses
Study and comparison of recipe
Substitutions for molasses
Grades and cost of molasses
30 Yeast bread
Study of yeast
Yeast experiment—effects of temperature
Study of manipulation
31 Entire wheat bread and graham
Different kinds of yeast
Reasons for kneading, baking, etc.
Reasons why bread isn't always good
32 Plain Rolls

Study of flour, bread and pastry and comparison in use and cost. Cost of home made bread and rolls compared with baker's product

33 Discussion and recitation on bread
Quiz on manipulation—why?
Yeast cells—effect of temperature
General talks on value of home made bread from health stand point and economic view

34 Apple and coffee cake

35 Plain cookies—drop cookies and rolled from same mixture
Study and comparison of recipe
Variations of recipe and method
Compare cost with baker's cookies

36 Plain cake: quick frosting
Comparison of recipes
Study of method and manipulation
Variation of recipe

37 Spice cake—Boiled Icing
Use of yolks only
Use of cheap fats
Degrees in boiling syrup
Invert sugar

38 Plain Pastry
Comparison of pastry with biscuit dough in proportion and method
Shaping of single crust
Lemon filling

39 Dried Fruit Pie
Pie crust continued
Place in diet
Cinnamon and cheese sticks

40 Coffee and cheese wafers
Invite teaches in
Rule for informal sewing

41 Invalid cookery
Feeding the sick. General rules
Junket, whey and lemon whey
Albuminized grape juice

Toast water and eggnog

42 Preparation of tray
Grape lemonade
Cracker gruel
Oatmeal and corn meal gruel

43 Crackers and toast water
Coddled and baked eggs

44 House keeping
Furnishing and care of bed room
Need of fresh air and sun light

45 Beef Experiments
  To show effect of salt, hot and cold water
  Structure of meat, scrapped beef
  Demonstration of pan broiling steak
  Carving of steak
  Principles of cooking meat
  Methods of cooking meat
  Start soup stock for following lesson

46 Soup Stock
  Soup with vegetables and rice
  Nutritive value of soup, and cost
  Place in meal and diet of different kinds of soup

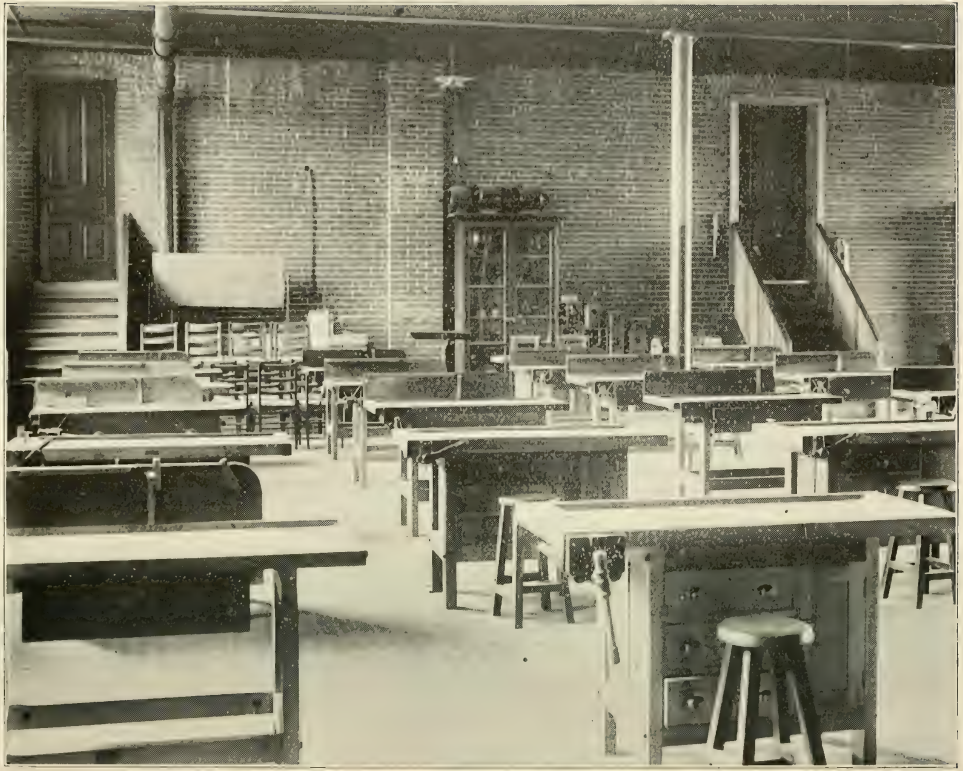
47 Pot roast of beef gravy
  Cuts of beef, uses, prices

48 Left overs of beef
  Meat pie with mashed potato crust
  Casserole of rice-tomato sauce
  Meat hash
  Combination of meat with other foods
  General proportions to use
  Use of sauces and seasoning

49 Lamb stew
  Variation in seasoning and methods
  Cuts and kinds of meat to be used
  Served with mint sauce
  Compared with beef as to cost, cuts, etc.

50 Flank or round steak, stuffed or rolled
  Cuts, cost, sewing, garnishing

51 Beef loaf baked
  Direction for deep fat frying
52 Veal cutlets breaded
  French fried and potato chips
  Cuts of veal compared with beef
  Cost of veal compared with beef
  Frying
53 Fish
  Stuffed and baked
  Broiled and fried
  Classes—characteristics
  Compared to meat in food value
  Cost—methods and principles of cookery
54 Salmon loaf
  Codfish balls
  Methods of preserving fish
  Uses of left over fish
56 Oysters stewed, fried
  Cost preparation
57 Review of meat lesson
  Table setting
58 Junket
  Cottage cheese
  Composition: food value, cost of milk compared with other foods
  Effect of heat on rennin
59 Cheese fondu
  Cooking of cheese, principles involved
  Digestibility of cheese
60 Rarebit
  Comparison of recipe for fondu and rarebit
  Different kinds of cheese and tastes
61 Eggs (partly review)
  Poached, scrambled, baked, fried, soft and hard cooked
  Use in diet
  Review principles of previous cooking of eggs—composition, cost, digestibility



MANUAL TRAINING

Manual Training is given to boys in the sixth, seventh, and eighth grades. The required work aims for a progressive growth so that added skill will be acquired for the purpose of mastering increasing details as they are presented by the different materials.

The course should be carried out in harmony with the real interests of the pupil and is therefore intended to be more or less flexible and elastic. While there is a definite course laid down for those who need definite work, yet individuality is encouraged so that whenever development is shown along any certain line the pupil is given work according to his developments. It is aimed to have each pupil plan and design a part of his own work by the time he has reached the eighth grade. Some will be able to plan the greater part while others will have to stay closer to the outlined course.

The materials used and the general scope of the work is outlined below under the different grades.

SIXTH GRADE

SLOYD

"Sloyd for the Three Upper Grammer Grades," by Gus ta Larson is used as a guiding text in this grade. The outline off the work as given below is such as a pupil of average ability can accomplish in one year, giving between one and two hours per week to the work.

Problem	1	Wedge	Sloyd,	No.	1	7th Grade
"	2	Shrub label...	"	"	2	" "
"	3	Pen Holder...	"	"	4	" "
"	4	Tool Rack....	"	"	5	" "
"	5	Iron Stand...	"	"	6	" "

EIGHTH-GRADE BOYS IN MANUAL TRAINING WORK.

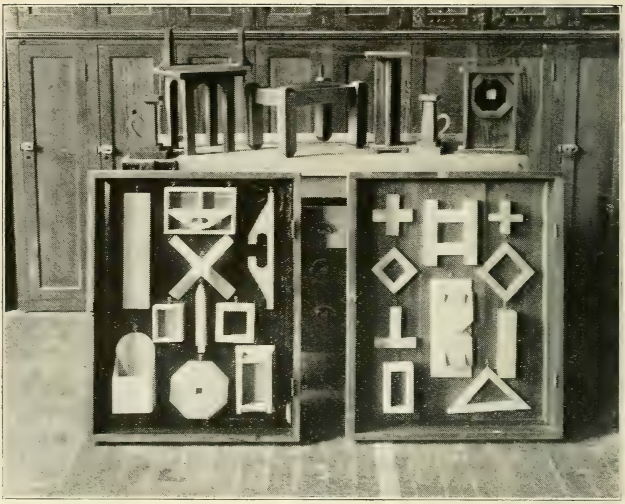
Problem	6	Window Stick	“	Suplementary Models	7th	G.
“	7	Letter Opener	“	“	“	“
“	8	Bread Board..	“	No. 7	7th	Grade
“	9	Nail Box.....	“	“ 9	“	“
“	10	Coat Hanger	“	“ 2	8th	“
“	11	Stand.......,	“	“ 4	“	“
“	12	Box.........	“	“ 5	“	“

SEVENTH GRADE

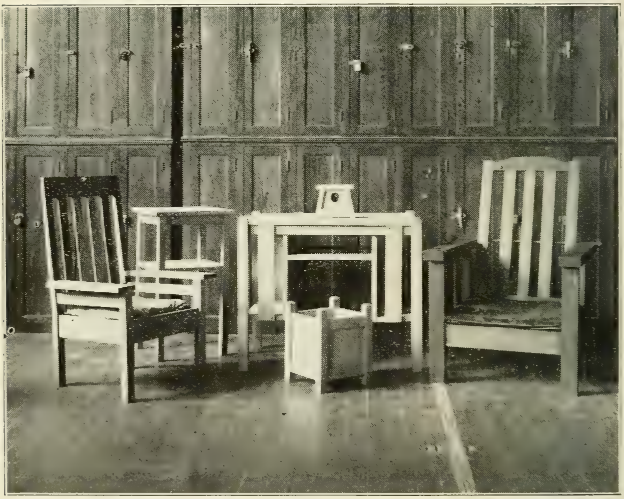
In this year's work the pupil is made familiar with all the tools commonly used in bench work, such as the saw, hammer, square, chisel, and plane. The pupil is taught to lay off his own work and construct the same. The course starts with such problems as will familiarize the pupil with the use of the tools and ends with small problems in furniture making.

An outline of the years, work, containing drawings and working directions, is furnished each pupil, so that the work is limited only by the pupil's own proficiency.

Problem	1	To Lay off a Board with Try-square and Pencil........................	Soft wood.
“	2	To Lay off a Board with Try-square and Knife........................	“
“	3	Sawing Exercise....................	“
“	4	“ “	“
“	5	To make a Square out of ⅞ x ⅞” Material..........................	“
“	6	To make a Wind Wheel.............	“
“	7	Planing Exercise....................	“
“	8	Letter Box.........................	“
“	9	Nail Box...........................	“
“	10	Ring Toss	“
“	11	Broom Holder ....,..........	“
“	12	Small Foot Stool..................	Hard wood.
“	13	Book Holder.......................	“
“	14	Candlestick........................	“
“	15	Taboret............................	“
“	16	Flower Stand......................	“



SIXTH GRADE.



SEVENTH AND EIGHTH GRADES.

EIGHTH GRADE

The work in this grade is largely a continuation of the work in the preceeding grade. More difficult problems are used and the boys are taught the processes of hard wood staining and finishing.

During the last half of the school year, a great deal of range is allowed for pupils to choose their own problems of construction. It is not expected that any one pupil do more than one of the last five problems given below. Some will not be able to get more than the first fifteen finished.

Problem 1 Half-lap Joint
“ 2 End-lap Joint
“ 3 End-and-cross-lap Joint
“ 4 Planing Exercise
“ 5 Sawing Exercise
“ 6 Eight Inch Standard, Made of Four Pieces
“ 7 Twelve Inch Standard, Tapering at the Top
“ 8 Book Rack
“ 9 Glove Box
“ 10 Pen and Ink Tray
“ 11 Mortise and Ten on Joint
“ 12 Match Box
“ 13 Clock Case
“ 14 Wind Wheel
“ 15 Umbrella Stand
“ 16 Folding Screen
“ 17 Folding Table
“ 18 Telephone Stand
“ 19 Library Table
“ 20 Book Case

PHYSICAL TRAINING

Physical activity is as necessary for the mental development of the child as is mental activity.

Movements of the child are principally of two kinds, but we shall consider only those that arise from some cause within the organism. These movements are due to the discharge of nervous force from the lower centers of the brain. When these centers are filled, they undergo a change, and it is on account of this change that impulses to muscular action are sent out along the nerves controlling the muscles. As soon as these muscles act, a stimulus is returned to the brain. In this way a large part of nervous mechanism of the child is made to function naturally.

The impulse to physical activity is the ruling factor in the capricious attention of the child. For this reason, some physical activity must accompany, or closely follow every mental activity, and in this way we not only free the child from this disturbing influence, but we give him, at the same time, a feeling of pleasure.

It is possible, also, not only to use the physical or motor tendencies, but to make them a contributing part to the more purely thought work of the child. This is done through a careful selection of games. All of the sense training games, circle games, passing and tossing bean-bags, ring toss, and such games as Ruth and Jacob, Follow me and do as I do, Going to Jerusalem, etc., are especially good for this double purpose.

The muscles act more easily and gracefully, if consciousness is removed from the mechanics of the action to the thought to be expressed. For this reason dramatization is one of the very best forms of expression.

While free play is more desirable in the open air, directed games of a large, free kind can be played out of doors, under the direction of the teacher or pupils appointed by the teacher.

Exercises which bring into action all the muscles of the body and exercises for corrective posture should be given.

PRIMARY GRADES.

Marching

Forward and backward; sideward marching; in column of files, twos, fours, eights.

Arm and Leg Movement

Corrective posture work; balance movements; running in place; skipping, hopping and jumping.

Rhythmic Work

Marching and skipping in a circle; simple figures as spiral, figure eight, etc.

Folk Dances and Song Plays, as, The Blacksmith, The Tailor, Sing Song, Did You Ever See a Lassie, Dance with Me, Round and Round the Village, and many others.

Games

Many games have been given in connection with other work. In addition, the following are suggestive: Tommy Tiddler's Ground, Rabbit in the Hollow, Follow the Leader, Ruth and Jacob, Cat and Rat, Have You Seen My Sheep, Ring Call Ball, Pussy Wants a Corner, Garden Scamp, Fox and Geese, The King of France, Drop the Handkerchief and many others.

Light Apparatus

Rubber balls, wooden rings, dumb-bells.

GRAMMAR GRADES.

Marching

Marching in figures, facing right about and left about while on the march; drill regulations.

Rhythmic Work

Elementary dancing steps; Virginia Reel, May-pole Dance, Morris Dance, Highland Fling, Reap the Flax, Cornish May Dance, Swiss May Dance, The Spinning Song. Running for rhythm, light step and endurance.

Games

Basket ball
Base ball

GAMES ON THE PLAY-GROUND.

EIGHTH-GRADE GIRLS IN GYMNASIUM WORK.

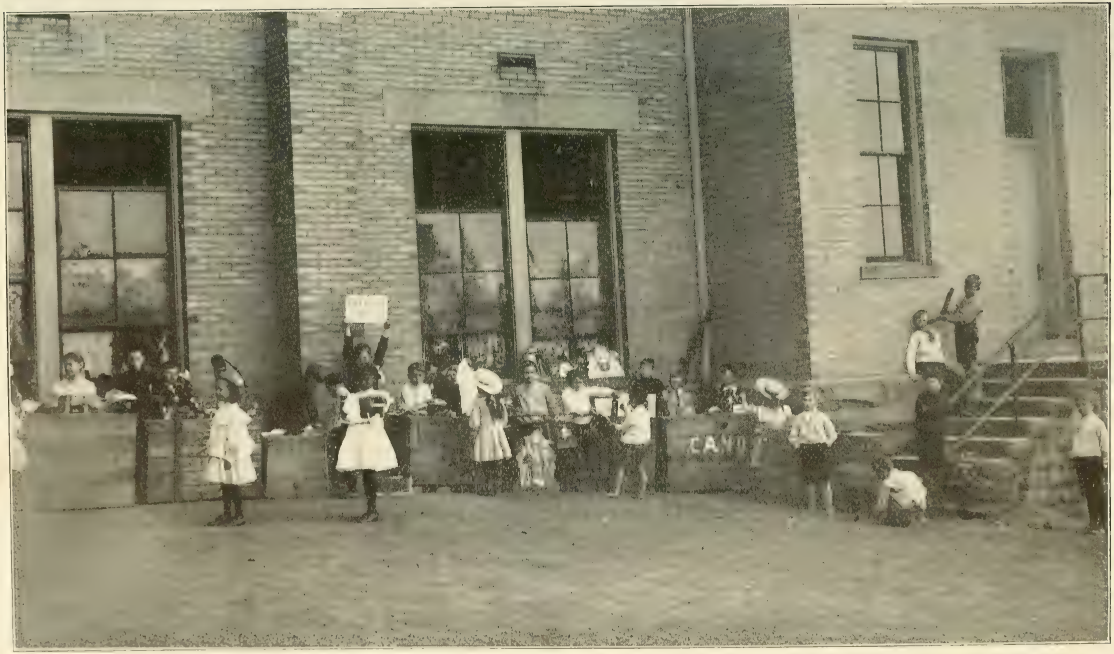
- Bean bags
- Volley ball
- Three deep
- Circle Singing games and others

Light Apparatus

- Wands
- Dumb-bells
- Hoops
- Indian clubs

References

Education by Plays and Games	G. E. Johnson
Popular Folk Games and Dances	Mari Hofer
Gymnastic Stories and Plays	Rebecca Stoneroad
Games, Seat Work and Sense Training Exercises	Holton and Kimball
Games for the Playground, Home, School and Gymnasium	Jessie Bancroft
Two Hundred Indoor and Outdoor Gymnastic Games	Maria Grey
Gymnastic Tactics	E. H. Arnold
Folk Dances and Singing Games	Elizabeth Buchenal
Graded Games and Rhythmic Exercises	Marian Newton
Indian Clubs and Dumb-bells	J. H. Dougherty
Graded Physical Exercises	Bertha Colburn
Folk Dances and Games	Caroline Crofford
Swedish Song Plays	Jacob Bolin
Gymnastic Games	E. H. Arnold



"KEEPING STORE"—A CORNER OF THE PLAY-GROUND

LESSON PLANS AND OUTLINES

LANGUAGE*

FIRST GRADE

AIM

Teacher's

- (a) To help the children get clear ideas and express them in good form
- (b) To give a game for the use of correct expressions
- (c) To tell a story so that the children will be able to reproduce it later
- (d) To give a memory drill

Pupils'

- (a) To play a game to become familiar with correct expressions
- (b) To be able to reproduce the story so as to bring out the thoughts in good order and by the use of good sentences
- (c) To recite a poem for memory drill

Preparation

SUBJECT MATTER GAME. USE OF "YOU WERE" AND "WE WERE"

METHOD

John and Harry go into the hall and do something which they think the class cannot easily guess. (They may shake hands, bow to each other, walk up and down the hall, etc.)

When they come in they stand before the class and say "What were we doing?" All the class who are ready to guess, raise their hands. Either John or Harry, as the teacher may decide, designates which child may answer. Child thus designated guesses, as, "You were putting on your hats." John and Harry answer "We were not putting on our hats." Another child may guess and the game continues until some one guesses correctly, when he may choose another one and they may go into the hall and the game be played again.

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*NOTE—The following plans were prepared and the lessons taught by student-teachers of the Training School.

QUESTIONS ON THE STORY

Yesterday we heard a story about two little girls. Where was their home? What grew in their garden?

THE HOME

Why did the mother name the daughter after the roses? What kind of children were Rose-red and Snow-white? In what way did they help their mother? After the work was finished what did the children do?

THEIR PLAY

Where did they play? What games did they most enjoy? Who were their playmates in the woods? What animals did they play with? Why were the animals not afraid of Rose-red and Snow-white?

THE BEAR

Something happened one night. What kind of a night was it? What was going on inside the little house? What was happening outside? What did the children hear? Were they frightened? What did the mother tell Snow-white to do? Who came in when the door was opened? What did the bear want? How did the children treat him? (kindly). In the morning where did he go? Did he ever come back? What happened when spring came? Why did he leave? I wonder who his enemies were. We shall see.

Presentation

THE DWARF

One day as the children were gathering sticks in the woods they saw the queerest sight they had ever seen. There was a wrinkled little old man with a long white beard. Do you know what we call people who never grow big and when they are old their faces are wrinkled and sometimes they have long beards? Yes, we call them dwarfs. This was a dwarf with a long white beard.

CROSS AND ANGRY

He had caught his beard in a tree trunk and was very, very cross and angry. But what do you suppose these good little girls did for him? Yes, they tried to help him but finally had to cut off part of his beard to loose him. Do you suppose the ugly, cross little fellow was pleased? No, he was very angry and did not even thank them.

UNGRATEFUL

Later on, the girls tried to help this same ungrateful dwarf when he was caught in a fish line, but had to cut off more of his beard to get him out of the tangle. How do you suppose he felt then? Yes, indeed, he was more cross and angry than he was the last time.

Another time they saved him from being carried off by an eagle, but this time in saving him, tore his brown coat. This made him more angry than ever. He scolded the children, picked up a bag, and went off, muttering and grumbling, while the children went on an errand for their mother. On their way back they saw the dwarf sitting on a log admiring a large pile of precious stones. When he saw the children he began to scold and got crosser and crosser until the children were very much frightened. They were away off in the woods, with no one near to help them, and the dwarf was so angry! Just then they heard a terrible growling, and wondered what was coming now.

THEIR OLD FRIEND, "THE BEAR"

When they turned around, what do you suppose they saw rushing through the bushes? Although fierce looking, and growling terribly, it was a friend who had come to save them. He said, "Don't be afraid, I am your old friend and playmate come to rescue you." They recognized the kind old bear whom they had saved that cold winter s night.

THE DWARF AND "THE PRINCE"

He killed the wicked old dwarf and while the children were watching him, the shaggy bear skin fell off, and there stood be fore them a handsome man in beautiful and shining clothes. Who do you suppose it was? Yes, he was a kind prince whom the wicked dwarf had changed into a shaggy bear, and whose possessions he had stolen. When the wicked dwarf was killed, the prince was free again.

How do you suppose the prince felt at being free again? How would he feel toward the children who had helped him? Snow-white became his queen and the sisters and their mother went to live in his beautiful palace.

Application

QUESTIONS

HOW TO BE HAPPY

Do you like Rose-red and Snow-white? Why? What does kindness do for animals and people? Do you like to be happy? When Rose-red and Snow-white were doing kind things, how do you suppose they were feeling themselves? Was the dwarf happy? Why wasn't he?

Poem for Memory Drill

THE SWEET RED ROSE

"Good morning, little rose-bush,
  Now prithee tell me true,
To be as sweet as a red rose
  What must a body do?"

"To be as sweet as a red rose,
  A little girl like you
Kind and loving grows and grows
  And that's what she must do."

READING

FIRST GRADE

AIM

Teachers'

(a) By drill device to familiarize child with the written and spoken forms of words previously taught.

(b) By picture and story to develop the new words *asleep* and *robin*.

(c) By sentence work to strengthen child in using his vocabulary.

Child's

(a) To light and blow out the candles.

(b) To run , play and sing as the chalk directs.

(c) To tell what happened to Little Brother and who awakened him in the morning.

(d) To read the bed-time story.

Preparation

Toy, sun, help, chain, kite, sell, swing, live, boy.

WORD DRILL

We have here candles for ten girls and boys.

Would you like to light the candles? (Children give words as teacher writes them rapidly above the candles on the board, using yellow crayon.)

WORD DRILL CONTINUED

In addition to words above, give following for drill work also:

said
pretty
ride
two
what
there
name
how
put
flowers
bird
little
jump
mama
nest

Now our candles are lighted and we will pretend that it is evening time, the children's hour. You may do as the chalk directs:

Run Play Sing

After singing one of their little songs, let children "blow out" the candles by giving the words above quickly as teacher erases them.

Presentation

STORY FOR DEVELOPING NEW WORDS

Now our play-time is over; the candles are out; and we must be very, very still. I am going to tell you a story about a little boy who did not want to go to bed. His real name was Jimmie but every one called him Little Brother,so I shall,too.

Little Brother had been busy all day long, going to kindergarten, helping Mother, and playing with his pets and playmates. When evening came, it found a very tired and sleepy little boy. But Jimmie did not know how very near the sandman was, so he begged to stay up just a little longer to hear one more story.

DEVELOPMENT OF WORD "ASLEEP"

His mama said yes, but long before the story was half finished, what do you think happened? Little Brother fell fast—*asleep*. Child gives the word *asleep*.

WRITING WORD "ASLEEP" BY TEACHER

Would you like to see the chalk say *asleep*? (Write three times carefully, the second time talking about the formation of the letters, the third time asking children to follow chalk with fingers. Repeat tracing several times. Ask one child to trace word on board with pointer.)

Jimmie's mother put him to bed so carefully that he did not waken at all. He slept late the next morning,too. His playmates all wondered what had become of Little Brother. One of them said he would peep in and find out. I wonder if you can guess who it was?

DEVELOPMENT OF THE WORD "ROBIN"

"A birdie with a yellow bill
Hopped upon a window sill,
Cocked his shining eyes and said:
'Aren't you 'shamed, you sleepy head!'"

(Show picture and children will readily recognize the birdie with the yellow bill and give his name)—*robin.*

WRITING WORD "ROBIN" BY TEACHER

(Teacher writes on the board several times, and has children trace in the air, with closed eyes once or twice. Erase the words.)

Application

CHILDREN WRITE ON THE BOARD

Now you may run to the board. Write each word five times and write a sentence containing both new words.

NOTE—After the written work each child is given a copy of the hectograph lesson below and each child helps to read the story.

Good-night, Little Brother.
It is now bed-time.
The flowers are asleep in the garden.
The birds are asleep in the trees.
Stars in the sky watch over you.
Mama is singing to baby.
In the morning we will call you.
Wake up, Little Brother.
Do you hear the robin singing?
Yes, I see the robin, too.
Good morning, Mama.
Good morning, Alice.

SPEER WORK

FIRST GRADE

Teacher's Aim

General—To cultivate attention, concentration, alertness of mind, judgment, reasoning, and the power of definite action.

Special—To give training in hearing and vizualization; to review all the forms studied; to drill on color and position; to develop one-half; to lead the children to see the relation of 1 to ½ by comparing various magnitudes.

Child's Aim

To distinguish between the sounds of various objects when struck; to know all the forms studied; to recognize color; to name the forms in order of position; to divide objects into two equal parts; to find units one-half as large as other units.

Preparation

METHOD

SUBJECT MATTER—EAR TRAINING

Have pupils note sounds when various objects are struck as a tin pan, a glass tumbler, the table, blackboard, etc. Tell the children to close their eyes and listen carefully. Strike one of the objects. Call upon a child to tell what was struck.

Strike two or more objects. Call upon a child to tell the order in which they were struck.

Training in Vizualization; Review of All Forms Studied.

DRILL ON COLOR AND POSITION

Material: Circles, squares, oblongs, triangles, and cylinders cut from paper of the six primary colors and mounted on cards. A set of these cards with a different arrangement of colored forms on each one.

METHOD

NAMING THE FORMS FROM TOP TO BOTTOM OF CARD

(Hold a card before the class for an instant)
Look at the three forms carefully one after another
(Remove card)
Close your eyes and think the forms from top to bottom
What is at the top? At the bottom? In the middle?
Name the three beginning at the top
Child: "From top to bottom I saw a blue circle, a red triangle, and a green oblong"
Name the three beginning at the bottom
(Show another card)

NAMING THE FORMS FROM LEFT TO RIGHT

Which is the right side of this card?
The left side?
Look at the three forms carefully one after the other beginning at the left
(Remove card)
Name the forms from left to right
From right to left
(Continue with other cards. The child is soon able to vizualize almost instantly the colored forms)

REST EXERCISE AND EAR TRAINING

Game: "Who is it"

The children form a circle. One child stands in the center of the circle with his eyes closed and a pointer in his hand. At a given signal the children rotate until the child taps on the floor with the pointer, when they are to stop immediately. The child in the center must point to some one who is to take hold of the pointer. The child in the center of the circle asks "Who is it?" The child holding the pointer answers "It is I." If the child's name can be given correctly he is to take his place in the center of the circle.

Presentation

SUBJECT MATTER—METHOD

TO DEVELOP ONE-HALF

One day Mary and Helen asked their mamma for an apple. There was just one apple left in the basket. What will their mamma do with the apple so that one child may have just as much as the other?

Where will she cut the apple so that Mary will have just as much as Helen?

Inez, you may come forward and cut this apple so that each child will have the same sized piece. Hold up the pieces of the apple. Are the pieces the same size?

What one word can you use for "the same size"? (Equal)

What shall we call each of these parts? (One-half)

Show me one-half of the apple

Show me the other half

Show me two halves of the apple

Two halves equal what?

(Show stick of candy)

Into how many parts shall I break this stick of candy in order to separate it into halves?

What kind of parts must they be?

You may divide it into halves, John. Measure. Are the two parts equal? Show me one-half of the stick. Show me the other half. Show me two halves of the stick.

Then when anything is divided into two equal parts what do we call each of these parts?

Application

Finding one-half of various objects

Show me ½ of the top of your desk

Show me ½ of the blackboard

Show me ½ of your slate

Show me ½ of the cover of your book

Show me ½ of this solid

Show me ½ of that solid

Show me 2/2 of that solid

(Give each child a circle cut from paper)

Fold the circle into two equal parts. What is each part called? Show me ½ of your circle. Show me the other half

Draw the unit on the blackboard making the unit 1 six inches long

Comparing Rectangles to show the relation of one to one-half

Tell all you can about the units 1 and 2

What part of 2 is as large as 1?

1 equals what part of 2?

2 equal how many times 1?

Can you find other unit equal to one-half of the unit 2?

Find other unit equal to ½ of other units

The unit 7 can be cut into how many 6's?

The different units can be made into what unit?

Find units two times as large as other units

Have pupils discover all the relations they can

NUMBER

SECOND GRADE

FACTORING

Aim:

Teacher's

To see that the pupils intelligently apply the principles in working out the factors of 72

Pupil's

To find the factors of 72

Preparation

Give the factors of 15, 30, 64, 63, 56, 36. In what tables are factors of 15 found? 30? 64? 63? 56? 36? What is a prime number? A composite number? How many 2's in 4? 2's in 5? 2's in 5 tens? 2's in 7? 2's in 7 tens?

Presentation

Who can skip to the board and write our new number? By what number can 72 be divided? (By 2.) Why? (Because any number which ends in 2, 4, 6, 8, or 0 can be divided by 2 and 72 ends in 2.) Now let us work out the factors of 72. Skip to the board. What is the first step? (To find how many 2's in 7 tens. There are 3 groups and 1 ten left over.) What shall we do with the 1 ten left over? (Put it with the 2 ones; 10 ones and 2 ones making 12.) Than what shall we do? (Divide 12 by 2 and 12 divided by 2 equals 6.)

What then is one set of factors of 72? (36×2.) Are these the factors that we want? (No.) Why?

$$72 \div 2 = 36$$
$$72 = 36 \times 2$$
$$36 = 12 \times 3$$
$$72 = 12 \times 6$$

Because they are not in the tables, 12 being the highest number found in the tables. What are the factors of 36? (12 × 3 and 9 × 4.)

GETTING FACTORS IN THE TABLES

If we take 12 × 3, what may be put in the place of 36? (In the place of 36 we may put 12, one of its factors, if we combine 2 and 3 by times.) Then what is another set of factors of 72? (12 × 6.) Can we get still another set? (Yes.) How do you know? (Because 9×4 makes 36.) What shall we do with the 9? (We may use it as one of the factors of 72.) But what must we do with the 4? (Combine it with 2 by times making 8.) Then what is still another set of factors which we have found? (9 × 8.)

$$72 \div 2 = 36$$
$$72 = 36 \times 2$$
$$36 = 9 \times 4$$
$$72 = 9 \times 8$$

Generalization.

(Pupils at desks.) What kind of a number is 72? (72 is a composite number.) Why? (Because it can be factored.) What are the factors of 72 to be remembered? (12×6) (9 × 8.)

ALL FACTORS OF 72 FOUND IN THE TABLES

Why do we wish to remember these? (Because they are found in the tables.) How many 12's in 72? 6's in 72? 9's in 72 8's in 72?

Application

I am on my way to the store with 6 dozen eggs, how many eggs have I in my basket?

APPLIED PROBLEMS

If I spent ⅛ of 72 ¢, how much would I have spent?

How many 2 ¢ stamps can be bought with $\frac{1}{9}$ of 72 ¢?

TABLE OF 6'S COMPLETED

72 finishes what table? (The 6's.) You may write that table.

HISTORY

SECOND GRADE

Aim:

Teacher's

To show the value of fear in making the first conquest of fire whereby a crude social and industrial life was established.

Pupil's

To learn how the primitive people first made friends with the fire.

Preparation

SUBJECT MATTER—LIFE OF TREE DWELLERS

METHOD

Where were the homes of the first people? Why did they live in the trees? How did they get their food? Why did each one live by himself?

FEAR OF WILD ANIMALS. FEAR OF THUNDER AND LIGHTNING

Why did they fear the wild animals? What did the people fear besides the animals? Why did they fear the thunder and lightning more than they did the animals?

Presentation

THE FIRST FIRE. FIRE, WHAT THE PEOPLE THOUGHT IT WAS

Had the people ever seen any fire before? Then what did they think that the fire was? (A great monster.) Why did they think that it was an animal? (It seemed to eat things.)

FEAR OF THE FIRE

What did the animals do when they saw the fire? What did the people do? What did Bodo do when he saw the fire?

HOW BODO SHOWED HIS COURAGE

Why did Bodo not run away? What did he want to do with the fire? (Make friends.) Why did he want to make friends with it? (He saw the animals were afraid and ran away.) How could he make it his friend? What did Bodo have to do to make the fire stay with him? How did he feed it?

BODO'S CARE OF THE FIRE

Why did he have to care for the fire all the time? Why? could he not have found some more, if this fire had gone out Why could he not have made some more fire? How did Bodo take care of the fire at night? Why was he not afraid to stay on the ground now? How did Sharptooth feel when she saw Bodo caring for the fire alone at night? (She was fearful lest this great monster would harm him.)

THE MOTHER-LOVE OF SHARPTOOTH

What would cause Sharptooth to overcome her fear? What did Sharptooth do to show that her mother-love was greater than her fear?

THE FIRST USE OF FIRE

Now when Bodo and Sharptooth both stayed on the ground all the time to care for the fire, where was their home? What did the fire give to them besides its protection? (Light and warmth.) What did the other people do when they saw Bodo's fire? Why did they want to stay around the fire? Now, where did the people make their homes? When the people all

STUDENTS WHO ARE DOING PRACTICE TEACHING IN THE PRIMARY GRADES.

live together around the fire, who now takes care of it? Since all of the people care for it, to whom does it belong?

And thus, for the first time, the people have a common interest and each person no longer looks only to his own safety but in caring for the fire, he also cares for the safety of his fellow men.

FORMATION OF FIRE CLAN

When people live and work together what is developed? (A social life.)

Generalization.

Through fear the first conquest was made.

What first lead the people to conquer the fire?

Fire changed the mode of living.

How did the people live before the coming of the fire? What difference did the fire make in their way of living?

What difference did the coming of fire make in the lives of the individuals?

LANGUAGE

THIRD GRADE

Aim:

Teachers'

To develop the history and significance of the flag.

Pupils'

To find out who made the flag and why she made it as she did.

Preparation

EACH COUNTRY HAS A FLAG

What does every ship carry on her mast to show where she is from? At first our country was governed by England but after a while she began to govern herself. Our need of a flag. What would she want in order that people could tell her ships from those of other countries? What man would see about getting a flag? Who was our first president? Who can tell me how many states there were in our country at first.

Presentation

THE MAKER OF THE FLAG

Whom did George Washington ask to make the flag? The first thing to do was to decide the colors to be used.

COLORS TO BE USED AND WHY

What colors did they use? Let us see if we can find out why they decided to use these colors.

What kind of men go to war for their country? What often happens to these men in the battle? They shed their what for their country? What color could they choose for them?

RED "BE BRAVE"

Red then means what to us? (Be brave.)

WHITE "BE PURE"

What color is snow? When snow first falls how does it look? We say then that it is what? Why then did they choose white? (Because white tells us to be pure and good.)

BLUE "BE TRUE"

What color is a forget-me-not? If our friends do not forget us, we say they are what to us? (True to us.) Then what does the blue say to us?

PATTERN OF THE FLAG

Now let us see where we shall place our colors.

What color is the sky on a pleasant night? What can you see in the sky?

FIELD

Where do you think they got their idea for the field of our flag? How many states had we then? How many stars do you think they would put in their flag?

STARS

Washington had decided to use a star with six points, but Betsy Ross said, "Let us use a five pointed star."

Why do you think she did this? (The children know how to make, with one clip of the scissors, a five-pointed star.)

STRIPES

For the red and the white they decided to use stripes. How many stripes do you think they would use? Why? How long do you think they would use thirteen stars and thirteen stripes?

SIZE OF FLAG

What effect would the adding of more stripes have to the size of the flag? When there were twenty states how many stripes did they have? What would they decide about the size of the flag?

CHANGES

How many stripes do you think they would decide to use in every flag? Why? That would make one more of one color than the other? Of which color would they have seven?

Give me several reasons for it. How many stars would they decide to have? What is our country's most important day?

TIME OF CHANGE

When do you think they would change the number of stars after a new state comes in?

Summary

COLORS

What shape is our flag? What colors are in it? Where do we find each?

STARS AND STRIPES

How many stars and stripes did we have at first? How many stars have we now? Why? Why do we use a five-pointed star? Who made our first flag?

MEANING

What should red mean to us? The white? The blue? Name some of the things we should think of when we see the flag.

NOTE—Before teaching the above lesson have the drawing teacher show the children how to fold a rectangular piece of paper, and with one clip of the scissors cut out a five-pointed star. Have her also teach them to draw and color flags.

The music teacher should teach several appropriate songs, after the lessons have been given.

NATURE STUDY

THIRD GRADE

THE CARDINAL

Aim:

Teacher's

To train children to acquire habits of close observation and patience and self control such work as this develops.

Pupils'

To become acquainted with the cardinal through color, song, habits.

Preservation

SPARROW

How many birds do you know either by song or color?

ROBIN

How many have ever seen a red bird? How large was it?

SWALLOW

Had it any other color on it? Did its head differ in any way from that of the robin?

Presentation

CARDINAL

(After the class has been taken out by the teacher and has also had several days for individual observation. Show a pic, ture of the cardinal calling special attention to the large beak and to the topknot.) There are several things to be noted when observing the cardinal.

COMPARE WITH OTHER BIRDS

How does it compare in size with the robin, with the swallow? How do the male and female differ? Which is larger? Which brighter? Are they tame or very shy? Why do you think so? Do they fly high or do they stay down near the ground?

NEST

How many have ever seen a cardinal's nest? How large is it? Is it as large as the robin's? How does it compare in size with the swallow's? How with the sparrow's? Which of all these nests is most neatly built? Which most strongly? Where is it placed? Why?

EGGS

How many eggs were there in the nest? How do they compare in size with the robin's egg; are they larger or smaller What color are they?

FOODS

Upon what does the cardinal feed? (Fruit, berries, insects? seeds.) If they eat fruits, are they a harmful bird? If they eat insects, are they helpful? (More helpful than harmful.)

CALLS

How many know the cardinal's call? How many calls has it? Can anyone imitate the cardinal's call?

SONG

How many know the song of the cardinal? How many like this song? Why do you like it? How does the song differ from the call?

Application

What pleases you most in the cardinal? (Fearlessness and cheeriness.)

Note—The study of the cardinal will form a basis for a language paper in which the points noted by the children and talked about in class, shall be put into simple but correct English.

PHYSIOLOGY

FOURTH GRADE

SLEEP

Aim

Teacher's

To show the use of sleep and some good habits concerning it

Pupils'

To learn what sleep is for and the best way to take it

SUBJECT MATTER—NEED OF REST

METHOD

Preparation

When you have been out running and playing how do you feel? What has been happening to the body that you feel tired? (It has been torn down.) What does it need? (To be built up again.) What must we give it in order that it may be built up again?

RESULT OF NO REST

If you should refuse to give the body rest what would happen? (It would refuse to work.)

Presentation

THE BRAIN ESPECIALLY NEEDS REST

Now there is one part of the body that especially needs rest. What part of the body is working when we are studying? (The brain.) What is the work of the brain? (To think.) When is the brain working? Yes, the brain is working all the time we are awake; when we are out playing, or sitting down resting or in the schoolroom studying. If the brain works so hard what must we give it?

SLEEP, THE REST OF THE BRAIN

What is the rest of the brain?

RESULT OF NO SLEEP

We said our bodies would refuse to work if we did not give them any rest; what will our brains do if we do not give them sleep? (Teacher may tell stories of people going to sleep in spite of every effort to keep awake, as soldiers on duty.)

BOYS AND GIRLS GROW WHEN ASLEEP

There is a change going on in the bodies of boys and girls; they are becoming taller and larger; what do we say their bodies are doing? We know they are growing when we are working and when we are playing; at what other time do they grow? How do we want our bodies to grow?

CARE OF BED

If we are growing when asleep and we want our bodies to be straight what can you say of the use of high pillows?

VAPOR AND GERMS COME FROM BODY

What is it that is continually passing from our bodies?

BED CLOTHING MUST BE AIRED

What should be done to rid the bed of these impurities?

NEED OF PURE AIR

What effect upon our feeling does the kind of air in our sleeping room make? In what kind of air do our bodies build up fastest? Many people have found that they need an hour less of sleep if they sleep out of doors. Why? What kind of air, then, ought we to have around us when we sleep?

OBTAINED BY OPEN WINDOW

Now it may not be possible nor best for all of us to sleep out of doors; how can we have pure air in our rooms?

AMOUNT OF SLEEP NEEDED

What are your bodies doing that older people's are not? They need a great deal of what, in order that they may build up quickly? Who, then, need the more sleep, boys and girls or grown up people? Yes, boys and girls need about ten hours of sleep while grown up people need only eight.

BEST HOURS FROM EIGHT TO SIX

Let us see when to take this ten hours of sleep. What boy or girl ever sat up until ten, then slept until eight? Have you ever gone to bed at eight and risen at six? After which sleep did you feel the better? What, then, do you know are the best hours for sleep?

SHOULD BE TAKEN REGULARLY

We have said we must be regular in our eating that our bodies may grow well, what would you say about sleep? Why

Comparison

TREES, FLOWERS, ANIMALS, ETC. TAKE SLEEP

When do the trees take rest? When do the flowers? What is the sleep of butterflies and insects?

Do animals sleep? When? (Teacher tells how some animals hibernate.) Do the flowers and trees and animals take their sleep regularly or at any time?

Generalization

ALL LIVING THINGS SLEEP

What things, then, take sleep? Why do all living things need sleep? Since flowers, trees and animals take sleep regularly and we know that we feel better by having our sleep regular, what shall we conclude?

Summary

We have decided that we must have what; that we must have it how; and we must have it when? What are we going to do that these things we have learned may do us a great deal of good?

READING

FOURTH GRADE

THE STORY OF BRUNHILDA

Aim

Teacher's

To teach a lesson in bravery and the value of punishment for our misdeeds.

Pupils'

To read the story and find out the fate of Siegfried.

Preparation

SETTING OF STORY

A long time ago in a beautiful city along the Rhine River lived Siegfried, the son of the King of that country. Siegfried one morning made up his mind he would go out into the world for himself. The first person he met was Mimi, a blacksmith. Siegfried was very powerful and with one blow destroyed his anvil. Mimi was frightened and decided to punish Siegfried. He sent him to fight with a great monster in the wood but Siegfried easily killed the monster. Mimi then told him how the Rhine gold had been hidden and was guarded over by a great monster. Siegfried was able to kill this dragon. After killing it he could understand the birds as they sang. They told him to go away, as Mimi was seeking his life; also that there was a beautiful maiden named Brunhilda who lived in a mountain far away, surrounded by magic flames. Someone must ride through the flames and wake her with a kiss before she would come back to life. Siegfried decided to go at once.

DEVELOMENT OF WORDS—HELMET

As Siegfried went up the mountain he saw a young warrior dressed in shining armor with a (hĕl - mĕt) on his head.

Siegfried spoke to him and he opened the front part of his helmet or (vĭs - or).

BRUNHILDA

When he opened the visor he saw a beautiful maiden whose name was (Brŭn - hĭl - đa).

MAGIC

Siegfried had broken the spell which had been thrown over her by more than human power or (măg - ĭc).

WOTAN

Brunhilda's father the King of the Gods, was named (Wōt - an).

WALKYRIES

The daughters of Wotan were called (Wäl - kyr - ies).

WALHALLA

Wotan had a very beautiful palace where all slain heroes were carried, its name was (Wal - hăl - la).

MORTAL

Wotan became angry with Brunhilda and said she should no longer be a goddess but should become a (mor-tăl) woman.

RETRACT

Brunhilda's sisters begged him not to do this but he would not take back or (re-trăct) his word.

DISCLOSED

Wotan finally promised that her husband should be a hero and told or (dĭs-clōsed) his plan.

Continued Preparation

NOTE—This is given after lesson has been studied.

QUESTIONS ON SETTING OF STORY

What is the name of our hero? Where did Siegfried live? What did he do when he was a boy? Where did he first go? Whom did he meet? What kind of a man was Siegfried? How did Mimi like him? What did he make him do? Who won? Was Mimi content? Why not? What next did he have Siegfried do? What did he wish to get? Who won this time? What happened after the victory? The bride told Siegfried of whom? What did he decide to do?

Drill on these words.

hĕl - mĕt
Brŭn - hĭl - da
Wōt - an
Wal - hăl - la
re - trăct
vĭs - or
măg - ĭc
Wäl - kyr - ies
mor - tăl
dĭs - clōsed

Presentation

QUESTIONS ON LESSON

What did Siegfried see as he came near the mountain What did he do? When Siegfried saw the warrior what did he do? Did the warrior reply? He opened the visor and what did he see? Who was the beautiful maiden? What were these maidens called? Who was their father? His great palace was called what? How did Brunhilda displease her father?

PUNISHMENT OF BRUNHILDA

What did he do to punish her? What did her sisters persuade Wotan to do? What happened to Brunhilda? What could waken her from this sleep? Reading of the lesson.

Generalization and Comparison

BRAVERY

What kind of man do you think Siegfried was? Siegfried was very brave. Why do you know he was brave? (Because he rescued Brunhilda.) How did he act through every danger? Why was Brunhilda punished? Is this often the case? Is it best or not?

How many of us have known a real brave person? Tell incidents of people who were brave.

Application

Do you like Seigfried? Why? Do we have such people today? Yes, it is possible for each of us to be brave and strong.

NEED OF PUNISHMENT

Would Brunhilda have been the same if not punished? Often punishment does what? Is it a good thing or not?

ARITHMETIC

FIFTH GRADE

DIVIDING A FRACTION BY A FRACTION

Aim:

Teacher's

To develop the process of dividing a fraction by a fraction, Taking clear to pupils the reason for inverting the terms of the mivisor.

Pupils'

To learn how to divide a fraction by a fraction.

Preparation

SUBJECT MATTER

METHOD

Dividing a Fraction by a Whole Number. $\frac{4}{5} \div 2 = \frac{2}{5}$, $\frac{5}{6} \div 2 = \frac{5}{12}$

Give two ways of dividing a fraction by a whole number. (Either divide the numerator by the whole number, or multply the denominator by the whole number). Which way is generally used? Why?

Multiplying a Fraction by a Whole Number. $\frac{2}{5} \times 3 = \frac{6}{5}$, $\frac{5}{6} \times 3 = \frac{5}{2}$

Give two ways of multiplying a fraction by a whole number. (Either multiply the numerator by the whole number, or divide the denominator by the whole number.) Which do we generally do? Why?

Presentation

SUBJECT MATTER

METHOD

$$\frac{2}{3} \div \frac{3}{4}$$

We are to divide $\frac{2}{3}$ by $\frac{3}{4}$. Let us first divide $\frac{2}{3}$ by 3. What will our quotient be? $\frac{2}{3} \div 3 = \frac{2}{9}$. Now we were not to divide by 3 but by $\frac{3}{4}$. Have we divided by a number too large or too small? (Too large.) How many times too large? (Four times.)

If we have divided by a number that is four times too large what about our quotient? (It is four times too small). Then if our quotient $\frac{2}{9}$ is four times too small, how can we make it right.

(Multiply it by 4.) $\frac{2}{9} \times 4 = \frac{8}{9}$.

The problem completed stands before the pupils in this manner. $\frac{2}{3} \div \frac{3}{4}$, $\frac{2}{3} \div 3 = \frac{2}{9}$, $\frac{2}{9} \times 4 = \frac{8}{9}$.

NOTE—Children will generally discover for themselves in a day or two that the divisor is turned upside down or inverted, teacher suggesting about the second day that there is a shorter way, $\frac{2}{5} \div \frac{3}{4}$; if they do not, in dividing $\frac{2}{5}$ by $\frac{3}{4}$, to get our quotient $\frac{8}{15}$ we multiplied the numerator by what? $\frac{2}{5} \div 3 = \frac{2}{15}$ And 3 is what of our divisor?

$$\frac{2}{15} \times 4 = \frac{8}{15}$$

We multiplied the denominator by what? And 4 is what of our divisor?

Since we have multiplied our numerator by the denominator of our divisor and our denominator by the numerator of our divisor, what may we do in order to make a multiplication problem of this?

INVERT TERMS OF DIVISOR

(Put 4 for the numerator and 3 for the denominator.) Then we really turn the fraction how? (Upside down.) Yes, but who can give me one word that means the same as upside down? (Invert.) What have we done after inverting the terms of the divisor? (Multiplied.)

PROPER PLACING OF PROBLEM

In order to tell a division problem from a regular problem in multiplication, how must the problem be placed? $\frac{2}{5} \div \frac{3}{4} = \frac{2}{5} \times \frac{4}{3} = \frac{8}{15}$

Generalization

In dividing a fraction by a fraction, first invert the terms of the divisor and multiply.

What is the first thing done in dividing a fraction by a fraction? (Terms of divisor inverted.) After the terms of the divisor are inverted, what is done? Who will tell me just how to divide a fraction by a fraction? (First invert the terms of the divisor and then multiply.)

What do we use in order to shorten multiplication of fractions? (Cancellation.)

CANCELLATION TO SHORTEN PROBLEM

Then after we have inverted the terms how may we shorten our problem still more.

Application

Pupils are sent to the board to solve problems in division of fractions.

$$\frac{4}{15} \div \frac{2}{3}$$
$$\frac{3}{8} \div \frac{9}{14}$$
$$\frac{9}{16} \div \frac{5}{8}$$
$$12\frac{1}{2} \div 6\frac{1}{4}$$

GEOGRAPHY

FIFTH GRADE

THE PANAMA CANAL

Aim

Teachers'

To teach the necessity of a canal connecting the Atlantic and Pacific Oceans and what the United States is doing toward constructing it.

Pupils'

To learn about the construction of the Panama Canal and to see how the United States has profited by the failure of other countries.

Preparation

LOCATION OF PANAMA. SIZE. SURFACE.

Where is Panama? Give its shape. Give its width. What is its surface? In what condition is most of the land? Why is it so swampy?

CLIMATE

What kind of climate has it? Why? Describe the seasons.

PEOPLE

Describe the Panamanians. What language do they speak? Why?

CHIEF CITIES

Name two important cities. What does Colon mean? A present what is the nearest way to go from New York to San Francisco by water? How might this route be shortened?

INTEREST OF OTHER COUNTRIES, SPAIN, SCOTLAND, ENGLAND, FRANCE

What countries tried to solve this problem? What was the result of their attempts? Why? Which of the countries made the greatest effort to construct this canal?

DE LESSEPS

Who took charge of this work? When? Why was France so confident of success? (Under the command of De Lesseps the French succeeded in constructing the Suez Canal, thirty years before.)

FAILURE

What was the result of her attempt? Give four reasons for her failure?

1. Disease caused by unhealthful climate.
2. Mismanagement.
3. Inadequate machinery.
4. Inability to get laborers.

UNITED STATES INTERESTED

What other country finally became interested? What event led them to see the necessity for a canal?

SPANISH-AMERICAN WAR

How long did it take the Oregon to travel from San Francisco?

PANAMA A REPUBLIC

To what country did Panama belong? What did she do to make it possible for the United States to fulfill her desire to build a canal?

Presentation

In order to obtain full control of the work and of the land what would be necessary for the United States to do?

PURCHASE OF CANAL ZONE

So the United States purchased a strip of land fifty miles long and ten miles wide, between Colon and Panama City, about one fourth the size of the isthmus, and called it Canal Zone.

GOVERNMENT ESTABLISHED

After the Canal Zone with about fifty thousand people and a great many small towns became the possession of the United States, what would she first need to do? (Make it as much like the United States as possible.) What would she do in order to better conditions. (Establish schools, courts, prisons, police, post-offices, etc.)

CONQUEST OF DISEASE

What was the greatest enemy to all the nations who had tried? (Disease) What diseases destroyed so many lives? (Yellow fever and Malaria.) These diseases are caused in what manner (By the bite of the mosquito.) Then in order to destroy these diseases what would have to be done? (Destroy the mosquito.)

DREDGING SWAMPS, USE OF KEROSENE

What have we learned as to the best methods of destroying the mosquito? (Either by dredging the swamps or by pouring kerosene on the stagnant water.) Then what would the United States do towards destroying the mosquito? Yes, she employed an army of men to take care of this work alone.

HOSPITALS

Then in case of sickness or accidents she also sent an army of physicians, surgeons, and nurses to take care of the sick and to establish hospitals.

It took the United States two years to get the zone in a fit condition for white people to live in and to start to dig the canal.

BUILDING THE CANAL

What would they have to dig through? (A chain of mountains.) What kind of machinery would be needed? What would have to be done with the rocks? (Blasted.)

STEAM SHOVELS

How could they get rid of all the soil? (By the use of steam shovels.) After shoveling it, where would it be taken in order to be out of the way? The United States employed an army of trainmen to take care of this work.

CULEBRA CUT

At Culebra the canal had to be dug through nine miles of solid rock in some places three hundred feet deep. This is called Culebra cut.

CHAGRES RIVER AND ITS USE

What is one of the largest rivers of Panama? (Chagres.) What happens to it during the rainy season? This river could be a detriment but instead, it is going to be of value. Can you think how?

GATUN LOCKS AND DAM

When there is a fall as in Erie canal, how do vessels go over it? (By means of locks or water gates.) The water of the Chagres river is dammed. This is called Gatun Dam, and the locks are called Gatun Locks, and are the largest in the world.

WORKING FORCE

What two men do we associate with the Panama canal? (Mr. Roosevelt and Mr. Taft.) Why? It is said that the canal will be a lasting monument to them. There are forty thousand laborers at work. Are these all Americans? The Americans are fitted to do what kind of work?

GOLD MEN

These are paid in gold and are called "Gold Men." Those doing the common labor are of what class? Many of the negroes are from the West Indies.

SILVER MEN

The common laborers are paid in silver and are called "Silver Men." How are all these fed.

FOOD

The Panamanians and those employed from the nearby islands could live upon what kind of food? Where do the Americans get most of their food? (It is sent from the United States.) Large commissaries have been established where the people can buy food that has been shipped from the United States.

CANAL COMPLETED

When is the canal to be finished? It is said it will be completed in 1913, but the Exposition is to be held in 1915. The cost of tne canal will be about $300,000,000.

VALUE OF THE CANAL TO THE UNITED STATES

Is it going to pay the United States for building it? How? All foreign vessels will doubtless have to pay toll for passing through. In what ways will the canal be of value to the United States?

Generalization

When did the United States realize her need for a canal at Panama?

At the time of the Spanish American war the United States more fully realized the need of a canal.

What did she decide to do?

The Canal Zone was purchased by the United States and made inhabitable by establishing a good government and destroying filth and disease.

What did she do first of all to make it a fit place to live in?

ADEQUATE MACHINERY WAS PROVIDED

What did she provide her men with to make their labor less difficult?

Why does the United States spend so much money and time in providing good government, good schools and keeping the Zone clean?

The United States profited by the experience and failures of others.

The canal will be of inestimable value to the United States and the world in general, principally by shortening the routes.

What lesson did she learn from the failures of other countries? In what ways does the United States expect to make the canal profitable to the United States?

Of what value will the canal be to the United States and the rest of the world?

NATURE STUDY

SIXTH GRADE

MOSQUITOES

Aim:

General

To arouse a permanent interest in the economic forces of nature.

Teacher's

To teach the harmfulness of the mosquito and the methods by which it may be exterminated.

Pupils'

To learn why the mosquito is harmful and how to get rid of it.

Preparation

METHOD

SUBJECT MATTER—INSECT BENEFICIAL

What is an insect? Name some beneficial insects. Why is the ladybug beneficial?

HARMFUL

Name some harmful insects. Why is the house fly harmful?

MOSQUITO

What insect have we been studying? How do you know that the mosquito is an insect?

THE STAGES IN THE LIFE OF THE MOSQUITO

What are the stages in the life of a butterfly? Through what stages does the mosquito pass?

EGGS

Describe the appearance of the eggs of the mosquito.

RAFT

Why are they arranged in a raft? How many eggs were in the raft which you observed? What did you find when you observed the eggs the following day?

LARVA

Describe the larva. What is the common name for the larva? (Wrigglers)

PUPA

What change of the larva was observed within the next few days?

ADULT

Tell of the change from the pupa to the adult.

Presentation

MOSQUITO HARMFUL

Why do we speak of the mosquito as harmful?

BITES—REMEDIES

Give some remedies for mosquito bites. Is there any more serious harm than the pain from the bite of the mosquito?

MALARIA—CAUSE

Have any of you had malaria? What causes malaria? The chief kinds of mosquitoes in this section are the Culex and the Anopheles. When the Anopheles mosquito bites a person malarial germs are left in the blood which may produce the disease.

ANOPHELES AND CULEX DISTINGUISHED

How many ever noticed a difference in the way mosquitoes alight? The Anopheles alights with its body vertical to the object upon which it is resting while the body of the Culex is horizontal.

The palpi of the anopheles are about as long as the antennae while the palpi of the culex are much shorter. What kind of mosquitoes have you observed?

YELLOW FEVER

It has been found that another species of mosquito living in the southern part of the United States transmits the yellow fever germs, causing great loss of life.

ENEMIES OF THE MOSQUITO—FISH, TADPOLE

What did you observe when you put mosquito larva into the fish aquarium? What did you observe when you put the mosquito larva into the tadpole aquarium? Give some ways of exterminating the mosquito. It has been observed that many different fish, tadpoles and dragon-fly nymphs eat the larva of the mosquito.

EXTERMINATION—NATURAL METHOD

Name some enemies of the adult mosquito. Give one way of getting rid of the mosquito; another.

ARTIFICIAL METHOD

When natural methods do not accomplish all, what other means would you suggest? Why would these be called artificial methods? Why drain the swamps, cover the rain barrels, etc? What did you observe about the position of the larva in the water? Why did they come to the surface? On the surface of the water is often put a fluid lighter than water which easily covers it with a thin film and is harmful to insect life. Can any one tell what we might use? Kerosene used in the proportion of one ounce to fifteen square feet will cover the water with a thin film which will remain for two weeks unless there are heavy rains.

Summary

How should we consider the mosquito a friend or an enemy? If an enemy what should we try to do with him?

EXTERMINATION—NATURAL, ARTIFICAL

Name some natural means for getting rid of the mosquito; name some artificial means. Which is the better?

LITERATURE

SIXTH GRADE

Aim

Teacher's

To lead the children to understand what was lacking in the character of the poet.

Pupils'

To learn why the poet failed to bear an exact resemblance to the Great Stone Face.

Preparation

METHOD

SUBJECT MATTER

DEFINITION OF WORDS AND EXPLANATION OF PHRASES AND SENTENCES

What is the meaning of ode? celestial? sordid? What is meant by this sentence—"Often, however, did the mountains which had been familiar with him in his childhood, lift their snowy peaks into the clear atmosphere of his poetry?" Why do you call the poet a man of genius? What is the meaning of grandeur? What is meant by the beast of the mountains?

Why does Hawthorne say "a celestial smile has been thrown over the lake?" Explain what is meant by the "deep immensity of its dread bosom." What is it to be "sordid with the common dust of life?"

What makes up the poet's "mood of poetic faith?" What is meant by "the hidden traits of a celestial birth?" Why is the poet's ideal the truest truth? Why did angels seem to have been Ernest's constant companions? Explain the meaning of pavilion.

POETS AND POEMS

Name some poets whom you have studied? Name some poems of nature? Some of common things? How does the poet make the well known landscape or the common things appear? The poet beautifies the common and familiar. What is the great work of the poet? The poet interprets.

Presentation

THE POET'S THEMES

About what did the poet write? What was the effect of his poems?

THE EFFECT OF THE POEMS UPON ERNEST

What did Ernest think as he read these poems? Do you think Ernest's life had influenced the poet up to this time?

THE POET'S VISIT TO ERNEST, AND THEIR EFFECT UPON EACH OTHER

Tell of the poet's visit to Ernest. What did the poet think of Ernest's conversation? What effect did the poet have on Ernest? Why did Ernest not find the poet to fulfill the prophecy?

Comparison

The poet, a native of the valley, comes to visit Ernest.

Who was the poet? Where had he been? How did his coming differ from that of the other three men?

COMPARISON OF THE POET WITH THREE OTHER DISTINGUISHED MEN

Compare the poet with Mr. Gathergold, with Old Blood-and-Thunder, with Old Stony Phiz.

ERNEST'S APPRECIATION OF THE POEMS

What had Ernest thought as he read the words of the poet?

ERNEST'S ADMIRATION OF THE POET

What did he think as he talked with the poet?

Ernest's disappointment because the poet's life had not corresponded with his thoughts.

STUDENTS WHO ARE DOING PRACTICE TEACHING IN THE GRAMMAR GRADES.

Was Ernest disappointed? Why? Was the fact that the poet did not resemble the Great Stone Face Ernest's chief disappoinntment? What reason did the poet himself give for not fulfilling the prophesy?

The Poet's regret for his incomplete life compared with the other's self-satisfaction.

Did he now regret this? Had these other men been satisfied with their lives?

BEAUTIFUL THOUGHTS MAKE BEAUTIFUL FACES

What is necessary that a face may be really beautiful? It must reflect beautiful thoughts.

Application

READING OF THE STORY

Now let us see how well you can read the lesson.

Summary

THE POET'S GIFT FROM GOD

What gift had the poet? Where had he obtained this gift?

ERNEST'S HOPE CONCERNING THE POET

What did Ernest think of the poet as he read his poems?

THE MEETING OF ERNEST AND THE POET

Tell of the meeting of Ernest and the poet.

THE REASON THE POET DID NOT EXACTLY RESEMBLE THE GREAT STONE FACE

Why did not the poet fulfill the prophesy?

ARITHMETIC

SEVENTH GRADE

TRUE DISCOUNT

Aim

Teacher's

To teach children the meaning of Present Worth and True Discount, and how to compute the Present Worth and True Discount of a given sum.

Preparation

METHOD

SUBJECT MATTER

FACE OF NOTE, PRINCIPAL, INTEREST, AMT., RATE AND TIME

What do you mean by the face of a note? Then the face of the note is what? What is interest? How would you find the interest on a note? How would you find the amount of a note? What do you mean by rate? By time?

Presentation

Find the amount of $100 for 2 yr. at 6 %.

Boys and girls—What does Worth mean? (Value.)

Then what does Present worth mean? (Value now.) Yes, that is just right. Now, suppose I should borrow $100 today, for two yr. at 6%, how much shall I have to pay at the end of 2 yr? ($112.)

If I give my note to cover the whole amount, the face of the note would be what? ($112.)

If I should borrow the $100 this morning, and by some means, I should be able to pay it during the day—how much should I have to pay? ($100.) Why only $100 when the face of the note is $112? (Because no interest is due yet.)

What is the note worth in 2 yr. at 6%? ($112.) What is the note worth today? ($100.)

PRESENT WORTH OF $112 DUE IN 2 YR. AT 6%

Then what is the Present Worth of a Note of $112, due in 2 years at 6%? ($100.)

PRESENT WORTH IS THE PRINCIPAL

Then the Present Worth is the same as what term in interest? (Principal.) And what shall we call the $12, since I do not have to pay it? (Discount.) And since this is simply the interest the $100, would have brought, had the debt been allowed to run ts full time, who loses? (No one.)

TRUE DISCOUNT

Then what discount may we call this as compared with Bank Discount? (Actual or True Discount.)

Generalization

Now, give me a full definition of present worth.

The present worth of a note is the sum of money, which if put on interest for a certain time, at a certain rate, will amount to a certain specified sum. True discount is the difference between the face and present worth of a note, due at a future time, without interest (Interest on the Present Worth.)

What is true Discount?

NOTE—Have pupils give a definition of Present Worth and of True Discount in their own words.

Later call on one pupil to write good definitions on the board and the others to copy it in their notebooks.

Application

Let us see what we can do with the first problem in your textbooks.

Find the present worth and true discount of $376.20 due in 9 mo. at 6%.

(Request one pupil to rise and read it aloud.) What is the $376.20 in our problem? (Face of note.) Is our note worth that today? Then $376.20 contains what? (Interest and principal.) And what do we call the interest and principal? (Amount.) Now, let us see what we have given. (Amount, time, and rate.) What shall we find first?

Find interest and amount of $1 at 6% for 9 mo.

How shall we find it? What is the interest on $1 at 6% for 9 mo.? (.045.) What is the amount? (1.045.) Now, if $376.20 is the amount of a certain sum for 9 mo. at 6%, and $1.045 is the amount of $1 for 9 mo. at 6%, how are we to find the principal? (If $1.045 is the amount of $1 for 9 mo. at 6%, $376.20 is the amount of as many times $1 as $1.045 is contained times in $376.20.) (Have pupils solve this part on their papers.)

$$\$376.20 \div \$1.045 = \$360$$

What is the quotient? (360) How many have the same? $360 is correct. What is this $360? (Present Worth.) How much should I have had to pay, had I waited for 9 mo.? ($376.20.) How much shall I have to pay now? ($360)

$$\$376.20 - \$360 = \$16.20$$

How much discount do I get? ($16.20.) This is called what? (True Discount.)

PROBLEMS IN TEXT

NOTE—Have pupils pass to the board and solve at least two problems, the teacher helping those who do not seem to grasp the subject Assign certain problems in textbook for seat work and study period

PHYSIOLOGY

SEVENTH GRADE

THE LUNGS

Aim

Teacher's

To teach the importance and necessity of well-developed and healthy lungs.

Pupils'

To become familar with the location, appearance, use, hygiene, and diseases of the lungs.

Preparation

METHOD

SUBJECT—WINDPIPE

Where does the windpipe begin, and how far does it extend? Why is it made up of rings of cartilage piled one upon another, and not of soft membrane? Why does one die when something is lodged in the windpipe? What diseases affect the windpipe? Describe the form of the entire windpipe?

VOICE-BOX

What do we call the enlarged part at the top of the windpipe? Of what is it made? What other name has it? What happens when we speak? What are the vocal cords? What determines the kind of sound we make?

BRONCHIAL TUBES

What do we call the tubes into which the windpipe divides, at the lower end? What is at the end of each tube?

WHY WE BREATHE

Is the blood that is circulating in the body always pure? What makes it impure? What must be done, then, when the blood is full of impurities? Where is this purifying done?

Presentation

LOCATION

Locate the lungs with reference to the windpipe. Give their location in the body.

SIZE

Tell us about the size of the lungs. Compare them with the heart.

SHAPE

What is the general shape of the lungs?

APPEARANCE

What do the lungs look like? Of what are they made up Do you think, then, that the lungs would look just the same after we inhale as they do after we exhale? Explain.

COVERING

How are the lungs protected? What is this covering called? Describe it. In what condition is the pleura when healthy?

USE

Do you consider the lungs a very important part of the body? Could any other organ do the work that the lungs do?

HYGIENE

Are the lungs able to take perfect care of themselves? Then what must we do? Why is it better to breathe pure air than impure? How can we keep some of the impurities of the air from reaching the lungs? Explain why nose-breathing is more healthful than mouth-breathing.

DISEASES

With what diseases are the lungs sometimes affected? Explain the condition of the lungs in pleurisy. In pneumoniat

What is the real cause of consumption? Then what is the best means of preventing this disease?

GEOGRAPHY

SEVENTH GRADE

BRAZIL

Aim

Teacher's

To arouse the pupil to discover the importance of Brazil to he world and to the United States.

Pupils'

To become familiar with the country and to make a studyof the rubber and coffee industries.

Preparation

LOCATION

In what part of South America does Brazil lie? What great circle passes through South America? Through what countries does it pass? What small circle passes through South America? Through what countries does it pass? If both of these circles pass through Brazil in what zones does Brazil lie?

Presentation

COMPARATIVE SIZE

Compare the area of Brazil with area of all of South America.. How do Uruguay and Brazil compare ?izines How do Brazil and the United States compare in size? Compare the are of Brazil with the area of Europe.

OUTLINE

Is the outline of Brazil regular or irregular? What effect does an irregular coast-line have upon the development of a country?

SURFACE

Describe the surface of Brazil from a study of the map. Compare your description of the surface with the description given in the text book.

DRAINAGE

Study the map and tell in what direction most of the rivers flow and where we find the most of them. What is the largest river of South America? Why is this river so large? What two kinds of mouths do rivers have? (Delta and estuary.) Which kind has this river? Name three large tributaries of the Amazon. (Have a pupil give a description of the Amazon River.)

CLIMATE

Name several things which may affect climate. Which of these affect the climate of Brazil most? What kind of a climate do you think Brazil would have when both the equator and Tropic of Capricorn pass through it? Describe the climate more fully? Judging from its climate, what kind of vegetation do you think Brazil would have?

OCCUPATIONS AND PRODUCTS

From what you already know about Brazil what do you think would be some of the industries? Judging from the industries what do you think would be some of the products? In what way do the agricultural products of Brazil differ from those of the United States? Why? What are the two mostim portant products of Brazil? (Have pupils give reports on these two products.)

COMMERCE

Name two kinds of commerce. Do they carry on both kinds of commerce in this state? Why do they have both kinds? With whom do they carry on commerce extensively? What are the exports of Brazil? Why do you think these things would be the exports? By thinking of the products what do you think would be some of the imports? Why?

PEOPLE

To what races do the people of Brazil belong? What nationality do we find in this country? Of what nationality are most of the white people? Why do you think so many are of this nationality?

CITIES

The second city of South America in size is in this state. What is it? What one thing has caused Rio de Janeiro to be so large? What other things besides its size make this city important?

Name three other important cities of Brazil.

(Have two pupils give reports on Rio de Janeiro and Para.)

GOVERNMENT

What form of government have nearly all of the countries in the Western Hemisphere? What form of government has Brazil? Which is the largest republic of the world? Which is second in size? (Have a pupil give a brief description of the republican form of government.)

HISTORY

EIGHTH GRADE

POLK'S ADMINISTRATION

Aim

Teacher's

To teach the most important facts in Polk's administration and try to show why they are important and their relation to history of the present time.

Pupils'

To learn these facts and to become familiar with Polk as our President.

Preparation

METHOD

SUBJECT MATTER

HARRISON AND TYLER'S ADMINISTRATION

What president have we been studying recently? Harrison was elected by what party? When did the Whigs elect their first president? What happened to President Harrison? Then who became president? What can you say of John Tyler's politics? What was his relation with the Democratic Party? How did the Democratic Party regard John Tyler? When and where did the nominating conventions meet? What two parties were in the field? Whom did the Whigs nominate? Whom did the Democrats? Why was James K. Polk called the "dark horse" candidate?

Presentation

POLK'S ADMINISTRATION

What was the main issue of the election of 1844? Which party elected their candidate? Whom did Polk choose as members of his cabinet?

What were the *four great measures* that Polk declared would be the measures of his administration?

ANNEXATION of TEXAS

Why had Texas asked to be admitted to the United States? When was Texas admitted?

MEXICAN WAR

What was the chief cause of the Mexican War? Why was Texas rebelling against Mexico? (Map Reference.)

TERRITORY of CALIFORNIA

Do you think Polk had any right to make the acquisition of California a measure of his administration? If not, why?

GENERAL TAYLOR

Whom did Polk send with an army to this disputed territory? (Map Reference.) When did Polk declare war? What remark did General Grant make? Where had the Mexicans stationed an army? (Map Reference.) When and where did the two come together? What were the names of these two battles? What was the next movement made by Taylor? Why did the battle of Buena Vista make Taylor very popular?

GENERAL SCOTT

Whom did Polk make commander-in-chief of the United States Army? Where was Scott sent? Outline the route taken by Scott? Name the battles that he fought?

CAPTURE OF CITY OF MEXICO

When was the City of Mexico captured? Name the generals that captured the California country? What can you say of Kearny and Fremont?

TREATY OF PEACE

When and where was the treaty of peace signed? What honorable act did the United States do when making this treaty?

WILMOT PROVISO

What was the Wilmot Proviso? What was the effect of this Proviso on the south?

GOLD IN CALIFORNIA

When was gold discovered? Discuss briefly the discovery and its effect upon the country in general? What can be said of the change in California?

OREGON TERRITORY

Locate the Oregon country? (Map Reference.) How had this country been held prior to 1846. What claims did the United States have on this territory?

SETTLEMENT OF BOUNDARY

How was the dispute with England concerning the boundary settled? What was the final agreement? Name the states that were formed from the Oregon Territory?

Elaboration and Summary

What question has been the main issue since Monroe's administration? When was slavery first introduced in the United States? Give a brief out line from 1619, up to the present administration? What shall we consider as the most important event of Polk's administration?

GRAMMAR

EIGHTH GRADE

Aim

Teacher's

To develop the idea of voice and give terms

Pupils'

To learn the first modification of the verb

Preparation

METHOD

SUBJECT MATTER—VERBS, CLASSIFICATION

What is a verb? How are verbs classified according to attribute? Give examples. What is the classification according to object? What is a transitive verb? Give an example. What is an intransitive verb? Give an example.

Presentation

1. John struck the ball.

Read the first sentence. What is the verb? What do all verbs do? (Assert.)

THE VERB ASSERTS ACTION

What does the verb assert? (Asserts action.)

VERB SHOWS THAT THE SUBJECT DENOTES THE ACTION

We cannot have an action without a what? (Actor) What denotes the actor? John is what in the sentence? (The subject) Then the subject denotes what? (The actor.)

2. The ball was struck by John.

Give me the same sentence only make the word ball the subject.

VERB SHOWS THAT SUBJECT DENOTES THE RECEIVER OF THE ACT

What does the verb in the second sentence show of the subject? (It shows that the subject denotes the receiver of the act.) What did we have to change to show that the subject denotes the receiver of the act? (The form of the verb.)

A MODIFICATION

And a change we call what? (A modification.)

This modification of the verb we call voice. What is voice? (Voice is a modification of the verb that shows whether the subject denotes the actor or the receiver of the act.)

OBJECT OF THE VERB

How is the word ball used in the first sentence? (As object.)

SUBJECT OF THE VERB

How is the word ball used in the second sentence? (As subject.) Then we made the object the what? (The subject.)

ONLY TRANSITIVE VERBS HAVE VOICE

Only what kind of verbs have objects? (Transitive verbs.) Then what kind of verbs have voice?

Elaboration

COMPLETE DEFINITION OF VOICE

Then give me a complete definition of voice. (Voice is that modification of a transitive verb that shows whether the subject denotes the actor or the receiver of the act.)

ACTIVE VOICE

Then how many do you think we have? When the verb shows that the subject denotes the actor, we say it is in the active voice. When is a verb in the active voice?

PASSIVE VOICE

When it shows that the subject denotes the receiver of the act, we say it is in the passive voice. When is a verb in the passive voice?

Application

3. Mary recites her lesson.

What is the verb in the third sentence? What voice has it? Why?

4. The lesson was recited by Mary.

What is the verb in the fourth sentence? What voice has it? Why?

5. Fulton invented the steamboat.

What is the verb in the fifth sentence? What voice has it? Give another sentence that has the verb in active voice. Another. Give a sentence that has a verb in the passive voice. Another.

Note—Have pupils give other examples of verbs in active and passive voice, using them in sentences, and telling why they are active or passive.

Summary

About what have we been learning? (Voice.)

VOICE—ACTIVE, PASSIVE

What is voice? What is active voice? What is passive voice? Only what kind of verbs have voice? (Transitive.) Why? (In making a verb passive, the object is made the subject and only transitive verbs have an object to be made the subject.)